AN INVESTIGATION OF THE AMOUNT OF KNOWLEDGE CONCERNING THE SCHOOLS AND THE SCHOOL SYSTEM POSSESSED BY THE PUBLIC

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AN INVESTIGATION OF THE AMOUNT OF KNOWLEDGE CONCERNING THE SCHOOLS AND THE SCHOOL SYSTEM POSSESSED BY THE PUBLIC

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by

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ABSTRACT

During Education Week, March 1-7, 1959, a survey was undertaken to determine the extent of knowledge about the school system possessed by citizens of Edmonton. A representative sample of the public was interviewed in their homes by members of the Home and School Association. Ninety-eight per cent of the questionnaires were returned, of which eighty-seven per cent were usable.

The scores on the test of "knowledge-about-the-schools" ranged from zero to seventy-one per cent with an average of thirty-eight per cent.

The survey found that regular contact with the schools through attendance at Home and School meetings and other school functions caused an appreciable improvement in knowledge of education. No statistical difference was found between the levels of knowledge about the schools possessed by public, separate or private school patrons. Educational background and occupations of the respondents proved to have a very significant relationship to school knowledge. The university graduate and the professional worker scored significantly higher on the test. However, the income categories showed the lowest scores at the two extremes with the respondents in the "over $16,000" bracket scoring only slightly higher than those in the lowest income group. The

middle income categories scored significantly higher than all others. Similarily the middle age range of "the forties" scored higher than all other age groups.

Nearly half of the adults interviewed believed that they had received the bulk of their information concerning the schools from the newspapers. The majority of adults expressed a desire to participate in study groups on education and to receive more newsletters from the schools.

Three-quarters of the public were unable to estimate the cost of a school building. Two-thirds of the adults had no idea of the Province's share of city school costs. A smaller number still, knew the share of city taxes received by the school system.

Nearly ninety per cent of the public did not seem to understand the objectives of the High School. Sixty per cent believed that the High Schools are concerned solely with the "3 R's" or with specific vocational training. Seventy per cent of the public are not aware of the methods advocated for teaching reading in our schools. Twenty per cent believe that "phonetics" is the sole method employed.

The survey showed conclusively that the public is ill-informed with respect to school matters.

TABLE OF CONTENTS

CHAPTER		PAGE
I.	AN INTRODUCTION	1
	Background of the Problem and Need for the Study	1
	Historical Development	1
	Education in the Modern World	4
	The School Viewpoint	5
	The Problem	7
	Statement of the Problem	7
	Specific Nature of the Problem	7
	Limitation of the Survey	8
	Definition of Terms	9
	Hypotheses	10
	A Preview	12
II.	RELATED STUDIES	15
	Psychology of Acquiring Information	15
	The Public's Lack of Knowledge	16
	Knowledge Desired by the Public	18
	Sub-Publics	19
	Communications	21
	Summary	23
III.	THE QUESTIONNAIRE	27
	Rationale for Question Choice	27
	Revisions of the Questionnaire	31

CHAPTER PAGE

Format and Data Section 34

IV. THE EXPERIMENTAL DESIGN FOR SAMPLING AND INTERVIEWING 37

Sampling Design. 37

Size 37

Tracts 39

Sample Selection 40

Interview Personnel 43

Recruitment and Organization 43

Briefing Session 45

Time of the Survey 46

V. GENERAL ANALYSIS OF THE RESULTS OF THE PUBLIC INFORMATION SURVEY. 49

The Sample 49

Number of Returns. 49

Comparison of the Sample with the Universe 50

Reliability of the Instrument 53

General Results of the Questionnaire 54

Communications 57

Summary. 59

VI. A DETAILED ANALYSIS OF THE RESULTS OF THE EDUCATION SURVEY 61

Comparison of Scores with Data Categories. . . . 61

CHAPTER PAGE

Occupations 61
Income 63
Age 64
Marital Status 66
Sex 67
Type of School Attended 67
Children 67
Parents 68
Education Completed 69
School Age of Children 70
Resident Factor 71
Length of Residence in Edmonton 71
Place of Prior Residence 72
School Contacts 73
Analysis of Question Response 74
VII. CONCLUSIONS AND IMPLICATIONS 77
Major Findings of the Survey 77
Limitations of the Study 83
Implications of the Study 84
BIBLIOGRAPHY 88
APPENDICES 93
APPENDIX A. The Questionnaire 94
APPENDIX B. Map of Census Tracts 96

LIST OF TABLES

TABLE		PAGE
I.	Sampling Data	42
II.	Structure of Geographic Organization	44
III.	Responses Classified	49
IV.	Comparison of the Sample with the Population	51-2
V.	Comparison of the Sample with the Pilot Study	53
VI.	Scores Obtained on the Public Information Survey	55
VII.	Percentage of Question Response	75
VIII.	Order of Achievement within Areas	76

LIST OF FIGURES

FIGURE		PAGE
1.	Scores on the Public Information Survey	56
2.	The Channels through which Respondents Received the Bulk of their Knowledge of the Schools	57
3.	The Channels of Communication Most Preferred by the Public	59
4.	Mean Scores Achieved by Occupational Groups . . .	62
5.	Mean Scores Achieved by Income Groups	63
6.	Mean Scores Achieved by Age Groups.	65
7.	Mean Scores Achieved by Marital-Status Groups . .	66
8.	Mean Scores Achieved by Sex Groups	67
9.	Mean Scores Achieved by Type-of-School Groups (Children)	68
10.	Mean Scores Achieved by Type-of-School Groups (Parents)	68
11.	Mean Scores Achieved by Education-Completed Groups	69
12.	Mean Scores Achieved by Child-Placement Groups	70
13.	Mean Scores Achieved by Length-of-Residence Groups	71
14.	Mean Scores Achieved by Place-of-Residence Groups	72

FIGURE PAGE

15. Mean Scores Achieved by School-Contact Groups (Average of Past and Present). 73

CHAPTER I

AN INTRODUCTION

How much do citizens know about their school system? Do men know more about education than women? Is age a factor which affects the level of knowledge concerning the schools? Does membership in a particular occupational group or a certain income bracket tend to predict superior knowledge in the area of education? Do parents of separate school children know more about their child's schooling than do public school parents? How do citizens attain their educational knowledge? In which aspect of education is public knowledge the most extensive? In which the least? These are the kinds of questions with which this study is concerned.

I. BACKGROUND OF THE PROBLEM AND NEED FOR THE STUDY

Historical Development

The active seeking of public support for schools, based on adequate understanding of the educational system and community involvement in educational planning, is a relatively recent phenomenon in Canada. Time was when teachers and administrators felt that school business was the exclusive prerogative of the profession and that the public should "mind its own business". This did not create undue

problems in the school-community relationships because the public reciprocated this attitude. Both parent and teacher perceived the school in this traditional role.

Such attitudes are gradually being replaced by a growing awareness of the need for a broader basis of educational planning. McClusky and Hamlin point up the necessity and the recency of this feeling.

> The education of adults about education is in some respects the central problem of education. If the education of children and youth and adults is important in a democratic society such as ours, the instruction of adults about this education is even more important, since adults provide the financial support and create the cultural climate which makes any kind of education possible. This point is so elementary that it seems fantastic that it should have escaped the attention of such large sections of the pedagogical fraternity. But recent attacks on current pedagogy and the growing necessity for increasing financial assistance compel the educator to encourage public enlightenment about the facts of education. Already this movement is sufficiently visible to justify the review of the emerging data in this field.[1]

Today the public seems to be more vitally concerned with the philosophy, the work and the product of the schools than at any other time in human history. This intense interest in and concern for the educational system has evolved for several reasons. Three major wars within the span of an individual's lifetime, a depression of great magnitude, the rapid development and application of scientific technology, the rise to power of countries seemingly bent on world domination, have created a more than average

anxiety in the public mind.

The impact of social change is not new to mankind, although such evolution is increasing in intensity and in magnitude and tends to create a world-wide involvement. Because radical social changes are not new, it is possible to trace historically the rise and fall of public interest in education paralleling dramatically the ebb and flow of crises in the lives of nations.

Another reason for the increased public interest in education is the gradual rise in the level of schooling attained by adults. Each generation stays longer in school and thus feels more certain of its understanding of the school system and more confident of its ability to condone or condemn.

It is a perennial trend of civilized people everywhere to look to the schools for answers to their problems. Are there too many accidents involving teen-age drivers? The schools could correct this by Driver Education Courses. Are morals too lax among our modern generation? Let the schools incorporate more religion into their curriculums. Are young people physically soft? Double the time spent on Physical Education. And so it goes through the gamut of human endeavor! The public has a sublime faith in what the schools can do.

Yet in times of extreme uncertainty, the public goes

beyond seeing the schools as a universal solution to all its problems. Citizens also use the school as a scapegoat for the cause of all their ills. Is there an increase in juvenile delinquency? The schools are too lax in their discipline. "Why can't Johnny read?" The schools are using the wrong methods.

This is the paradox! The public simultaneously has too much and too little faith in its schools.

Education in the Modern World

Education is the largest single enterprise in the nation, whether in terms of importance, money spent or number of persons directly involved. This enterprise is owned by the people and they are the final authority with respect to its policies and its expenditures.

Clint Pace, Director of the White House Conference on Education, stressed the role of the public in education.

> In a democracy where public education requires public support, it must first have public understanding. This understanding comes about, as it does with most things in a democracy, when people become so concerned with their common problems that they are willing to talk over their solutions and air their own points of view.
>
> The most important issue now facing education is not school goals, or organization, or buildings, teachers, or money--important as each obviously is. It is the creation and maintenance of a strong public interest in schools. Given this, the other needs will be met. But they cannot be met sufficiently or in time if the people who own the educational system are unaware of and apathetic to its needs and its future.[2]

When it is considered that twenty-five per cent of Canada's population are directly connected with education either as pupils or paid personnel, it becomes obvious why the public has very definite opinions about the educational system. There is a growing tendency to accept the philsophy that the wise parent will be as informed, as alert and as vigilant about the schools his children attend as he is about any other phase of their welfare. If he is not, he is not a wise parent.

But parents are not alone in their growing interest in the school's business. Industry needs skilled workers--seemingly more than the schools are providing. Business men, whether they have children in school or not, are concerned with the productivity and the products of the educational system. Every adult, parent or not, pays taxes. When a third of every tax dollar goes for education, the taxpayer looks searchingly at the manner in which his money is spent.

The School Viewpoint

But school systems have not been hapless victims of an engulfing tide of public opinion. There is a growing conviction on the part of educators that schools can profit from public participation. This is partially based on the premises that policies enjoy longer tenure when understood and supported by the public; that curriculum changes are

primarily changes in social emphasis and thus any modifications in the school program will ultimately affect the community; and that those who are affected by a policy should share in shaping it.[3]

Seeking public opinion about the schools, engaging interested individuals and organizations in planning, and continually trying to sense the public response to present and future policies has become the summa rerum of local and provincial governments.

But how fallacious to suppose that opinions by mere weight of numbers will create wise choices in the educational system. Griffith argues that intelligent lay people, once they acquire an appropriate background of knowledge, can make wise decisions.[4] Knowledge alone does not create valid opinions. Yet opinions without appropriate knowledge can have little or no validity.

The public expects educational administrators to give the leadership in the acquisition of such knowledge. A fundamental precept of leadership or teaching is that the present quality and quantity of knowledge are known before an attempt should be made to teach further. Edmonson places this precept as the basic issue of public relations.

> "What does the public already know about schools and what does the public want to know?" There are few educators who make a systematic study to find out what the people in their community already know about schools.

> Without such information, however, it is obviously difficult to plan an appropriate program of information. No expert teacher would proceed with a program of classroom instruction without taking account of the knowledge and skills already possessed by the members of the class, but many school officials organize programs for instructing the public without much consideration of the knowledge the public already has. . . .
>
>
>
> . . . In all probability, school officials are wasting a considerable amount of time and effort through repeating information that most patrons already have, and at the same time are neglecting to give information that the public wants to receive. We need more systematic studies of what the public knows and what the public wants to know about schools.[5]

Such studies have occurred in the United States (Chapter II, pp. 15-20). To the writer's knowledge, this study is the first of its kind to be undertaken in Canada.

II. THE PROBLEM

Statement of the Problem

The problem may be stated in the form of a question. How much does the general public know about the schools and the school system?

Specific Nature of the Problem

Specifically the study is seeking answers to these questions.

1. How much does the public know about its schools and its school system? This should yield a generalized conclusion; e.g., the public is well informed, the public has

an average amount of information or citizens have very little information. The criteria used will be the percentage of correct responses received on a test of school knowledge.

2. What distinctions are evident among various sub-publics? What differential is found between members of various occupational groups? Does income have a bearing on school facts known? Is age a factor in educational knowledge? Does marital status make an appreciable difference in school knowledge? What effects on amount of school knowledge are attributable to the variables of sex, type of school attended by the child or by the parent, the education completed, the number and age of children, the length of residence in the test locale, the place of previous residence, or the frequency and degree of contacts with the schools?

3. In which areas of education is there the most knowledge; in which the least?

4. What is the order of importance attached to the various channels of communication? Through what media did the public get its information? Through what media would people like to get their knowledge of the schools?

Limitation of the Survey

To define the limits of the locale for the survey, the writer gave consideration to the elements of time, financial resources and available personnel. When these

factors were matched with the possible scope of the sample, a decision was reached to confine the survey to a representative sample of the adult population of the city of Edmonton.

Definition of Terms

Boundaries of Edmonton--the confines of Edmonton city proper as defined by an official city map printed by the City Engineer's Department (1958). The limits do not include Jasper Place, Beverley and similar surrounding areas which are not directly under the jurisdiction of the Edmonton City Council and the Edmonton Public and Separate School Boards.

Adult--any man or woman who is twenty or more years of age.

Universe--all adults living within the boundaries of Edmonton city proper. This may be referred to as "the public" or "the general public" or "the population".

Tract--a homogeneous area of the city as delineated by the Dominion Bureau of Statistics in the 1956 Census.[6] (Appendix B)

Separate School--for Edmonton, these are tax-supported schools established, under law, by a Catholic minority group and attended by children whose parents profess the Roman Catholic or Greek Catholic faiths.

Public School--for Edmonton, these are tax-supported schools established, under law, by the majority group and attended by children whose parents do not profess the Roman Catholic or Greek Catholic faiths.

Private School--for Edmonton, these are non-tax-supported schools attended by children whose parents do not wish to accept the services of either the Public or Separate Schools. For most of the categories examined, the parents of Private School children are included with Public School patrons as the former continue to pay Public School taxes.

III. HYPOTHESES

In general terms this study is attempting to delineate a statistically significant difference among various categories of citizens with respect to their knowledge about the school system. The specific hypotheses which follow were conceived through the writer's experience, born in the travail of a winter's study and nurtured by the relatively meagre research which has been done on this particular topic.

1. Large segments of the public are not well informed on educational matters. On the basis of the pilot study, it is hypothesized that the mean score of the sample will be approximately forty per cent of a possible twenty-eight correct responses.

2. There are significant relationships between knowledge of the school system and these variables: occupation, income, age, marital status, sex, type of school attended by children and by parents, education completed, age and number of children, length of residence in Edmonton, place of residence before living in Edmonton and degree and consistency of contact with the school situation.

(a) The most informed group of citizens are those of the middle-class as defined by an income category of $5,000 to $8,000.

(b) Married persons have a greater knowledge of the school system than have single persons.

(c) Mothers of school children have superior knowledge of the school than have fathers in the same category.

(d) Separate School supporters have greater knowledge of their school system than have Public School patrons.

(e) The greater the education level of the testee, the greater the knowledge about education.

(f) Parents with children in school have superior knowledge of the school system to all other adults.

(g) Parents of Elementary School children tend to score higher on the achievement test than do parents of High School children.

(h) Adults who make it a practice to visit the schools regularly and contact the teachers frequently have

superior knowledge to irregular attenders.

3. The child is the best channel of communication between the school and the home. School bulletins are next in importance.

IV. A PREVIEW

There have been a number of studies to assess public knowledge concerning education. These, generally, have been corollaries to studies of public opinion of Education. These along with other pertinent research are examined in Chapter II.

The construction of the questionnaire is explained in Chapter III. The design of the experiment receives further examination in Chapter IV, in which the sampling design, the organization of personnel and the timetabling of preparation are outlined.

Chapter V gives a general analysis of the data received. The sample and the universe are compared to test the validity of the former. The questionnaire is gauged for reliability. A more detailed analysis of the data follows in Chapter VI. The relationships between the various categories in each variable and the test scores are analysed. Lists give the rank order of the responses to individual questions and the responses within areas of educational

knowledge. The concluding chapter synthesizes the major findings and presents conclusions and implications.

FOOTNOTES--CHAPTER I

[1]Howard Y. McClusky and Herbert M. Hamlin, "Adult Education About Education", Review of Educational Research, Vol. 23, No. 3, 1953, Chapter VI, p.261.

[2]Clint Pace, "Winning Public Assistance for the Public Schools", School Executive, Vol. 75, 1955-6, (July, 1956), p. 19.

[3]B. Othanel Smith, et al., Fundamentals of Curriculum Development, New York: World Book Company, 1957, p. 452.

[4]Daniel E. Griffiths, Human Relations in School Administration, New York: Appleton-Century-Crofts, 1956, p. 452.

[5]J. B. Edmonson, et al., The Administration of the Modern Secondary School, New York; The MacMillan Company, 1948, p. 477.

[6]Census of Canada, 1956, Population, Characteristics by Census Tracts, Calgary-Edmonton, Bulletin 4-13, Ottawa, 1957, p. 3.

CHAPTER II

RELATED STUDIES

The research into public knowledge concerning the schools and the school system is comparatively recent. What is available may be classified as predominantly post World War II in origin. The United States has experienced a trend to informed public participation in educational planning which is not yet evident in Canada. Research in the field of public knowledge concerning the school system is, therefore, almost exclusively American in origin.

From the wealth of literature pertaining to the role of the public in school affairs, research under these subtitles was gleaned as pertinent to a better understanding of the present study: (1) Psychology of Acquiring Information, (2) The Public's Lack of Knowledge, (3) Knowledge Desired by the Public, (4) Sub-Publics, (5) Communication.

I. PSYCHOLOGY OF ACQUIRING INFORMATION

The increasing use of surveys in business and education to determine public opinion of various products or issues points to the basic question of the relative validity of people's opinions. As Parten suggests:

> Increasing use has been made of the "knowledge" test to determine whether or not people understand

> enough about the topic being surveyed to hold an intelligent opinion.[1]

But knowledge per se does not guarantee an intelligent opinion. As Roethlisberger discovered in his study of personnel in industry, people are motivated more by feeling and sentiment than by matters of fact and logic.[2] Attitudes must supplement information for the optimum growth of public knowledge about the schools. These are the findings of Charters as he stresses "that facts are never enough". He illustrates this statement with four basic tenets of social and psychological forces which research has shown to control communication of knowledge. (1) Information rarely reaches all persons for whom it is intended. (2) People tend to expose themselves to information about things in which they are already interested. (3) People tend to accept only that information which confirms the attitudes they already hold. (4) When exposed to information which contradicts their attitudes, people tend to reinterpret or ignore the information rather than change their attitudes.[3]

II. THE PUBLIC'S LACK OF KNOWLEDGE

As opinion polls show a consistent pattern of public approval of the schools, knowledge surveys as consistently reveal public apathy and ignorance of the educational system.

> Most pupils, parents, and other citizens tend to take for granted the established ways of doing things in

> the schools of their localities. Because these established ways seem "natural" to them, they seldom ask how any practice in the school has come to be as it is or why it persists. . . .
>
>
>
> . . . We do not generally perceive alternatives to our established ways of doing and thinking about things so long as we and those we know are generally satisfied with the results.[4]

Bolmeier[5] and McCluskey[6] found that a fundamental barrier to the development of good schools was the misinformation possessed by adults. In the Michigan Studies on public relations, Haak decided that "despite the generally favorable opinion of schools, large segments of the general public are not well informed regarding public education".[7] Barnhill found a similar lack of understanding about schools on the part of citizens.[8] His study was concerned with rural and consolidated school populations. In a study by Rossi, nearly two-thirds of the citizens of a large American city were classified as inactive because of their apathy to the schools.[9] Sweitzer concluded from a similar study that a large minority of the people could become well informed if they were given the opportunity and the motivation.[10] He found a remaining fifty per cent who were difficult to reach with information because they were not interested.

An Alberta thesis by Worth surveyed editorial comment on education in local newspapers.[11] He found that although three per cent of editorials were concerned with education,

the great bulk of the writing dealt with finances, problems of higher education and efficiency in the curriculum. Although the comment in the main was favorable, much of the criticism aimed at the curriculum and educational finance was sharply critical and showed a basic lack of understanding between editors and educators.

III. KNOWLEDGE DESIRED BY THE PUBLIC

Charter's tenets of learning make it imperative that the public's desire for school knowledge be at least determined, if not awakened. This was realized by Langdon and Stout when they prepared to write a handbook for teachers explaining in detail how the schools may help the parents understand the work of the school.[12] They conducted a study of 865 families to determine what parents wished to know about the schools. The respondees indicated clearly that they wished detailed information about what is being taught and how it is being taught. Repeatedly there were desires expressed for opportunities to have closer ties with the schools.

Informed participation in school administration is apparently a novel idea to great numbers of parents, judging from responses to a question asked by Van Winkle in a recent study.[13] The question was "Should parents have a say in deciding what subjects the schools will teach?" In reply,

45.8 per cent said "yes"; 22.5 per cent said "no"; and 31.7 per cent were uncertain about the answer. In other words, well over half of the public was not sure that parents have any business helping their own schools decide what to teach.

In another question, these parents were asked to indicate whether they had ever been asked to serve on a committee in their schools. Here 42.7 per cent said they had been asked "several times"; 11.7 per cent said "once"; and 45.6 per cent said "never".

Van Winkle concludes from his research that practices vary widely among school systems, with extensive participation found in some and almost no participation in others. In general, participation was limited to helping obtain funds for school purposes. The investigator recommends that administrators become better acquainted with the methods and possibilities for increased citizen participation because, as he concludes, "In failing to do so, they not only overlook a key means of informing the people about their schools, but also fail to establish an important means of 'feedback' from the community".

IV. SUB-PUBLICS

In determining the level of public interest and knowledge of education, many researchers have learned that there is no such variable as "the public". There are many publics.

The various publics have a wide range of opinions, interests and backgrounds of information. Each sub-public must be understood, accepted and treated in a different manner.

Research by Rossi separates an active public of 15 per cent, a moderately active public of 24 per cent and an inactive public of 61 per cent.[14] He also discovered that the active public tended to be recruited heavily from the upper levels of the class system and to have more-than-average education. Shipton developed a Criticism Index by which he placed the diverse sub-publics into supportive, neutral and critical groups.[15] He learned that criticism was consistently associated with (1) the two extremes of education: a lower-than-average education and graduate school training, (2) no present contact with the public schools, (3) manual occupation, (4) age, (5) lack of contact with personnel of the school system, (6) first generation citizenship.

The importance of finding the present level of understanding in the community is argued by Pierce.[16] He believes that: "With this information he (the principal) can use the knowledge of certain groups to educate others". Pierce[16] implies that the program of improving public knowledge "will function through a group or groups already present in the community or set up for that purpose".

Wilson detected five major informal power clusters in

a rural community.[17] The members of the power structure were separated from the general public by a wide margin of social, economic, educational and interest factors. Since the power groups tended to have a strong influence on the educational system, the participation of the citizens at large was at a minimum.

In a power structure study in a New England city, Gleaser learned that informal leaders tended to be associated with high income, professional vocation, age of more than fifty years, long time residence in the community and extensive influence in local organizations and business. He noted that certain categories were never chosen as members of a power structure: clergy, elected municipal officials and women.[18]

V. COMMUNICATIONS

Basic to the study of school knowledge possessed by the community, is research into the channels of communication between the school and the community. Modern research into school-community relationships points consistently to the necessity for a 'two-way' as opposed to a 'one-way' communication between the schools and the public".[19]

In a study of forty-two school systems in Ohio, Van Winkle decided that a two-way flow of communication was most difficult to obtain without public involvement in educational

planning.[20] He also discovered that more highly educated parents are generally more easily reached with information and are more likely to participate in school affairs. According to this research, the best channel of communication between the school and the community was the pupil.

Newspaper publicity was examined by Grout.[21] In a study designed to appraise the effectiveness of the newspapers in interpreting education to the public, he demonstrated a positive gain in public knowledge after controlled publicity. Haak's Michigan Communications Studies revealed that the use of mass media such as brochures, newspapers, radio and television must be supplemented by more personal contacts between the home and the school.[22] His study showed that some means would have to be maintained for the public to communicate its needs and opinions to school personnel. Sweitzer concluded from his study that the fifty per cent of the public who were apathetic and uninformed could be reached with information by "sensational and bizarre charges".[23]

Dennis and Chisholm conducted an investigation by interviews, with citizens and lay and educational leaders.[24] They sought to determine the importance of public relations in school district reorganization. The three most commonly used channels of communication were oral: conversations between persons, discussion groups and speeches. In rating the effectiveness of the various methods, the interviewed

leaders gave the highest ratings to discussion groups, conversation, public hearings, newspaper articles, door-to-door canvasses and speeches. Printed information was considered of limited value.

VI. SUMMARY

The research into public knowledge about education supports a number of major tenets which have emerged as almost fundamental laws of effective school-community relations.

1. Opinions are not necessarily based on facts, nor attitudes on logic. While opinions of the school system tend to be favorable they may be favorable with or without knowledge and, in some cases without justification.

2. The acquisition of knowledge by the public proceeds best by actual involvement directed toward definite and mutually acceptable educational objectives.

3. Human relations must be the heart of public relations.

4. There must be a continuous, planned development toward a complementarity of knowledge.

(a) The school personnel must know their community--the power structure, the traditions, the opinions, the socio-economic, occupational and educational backgrounds.

(b) The community must know about the school and the school system--what the school is trying to do and how well it is

doing it.

The present thesis is focused on 4(b)--the level of public knowledge.

FOOTNOTES--CHAPTER II

[1]Mildred Parten, Surveys, Polls and Samples, New York: Harper and Brothers, 1950, p.493.

[2]F. J. Roethlisberger, "Efficiency and Co-operative Behaviour", Notes and Reports, CEA Short Course in Educational Leadership, May, 1958.

[3]W. W. Charters, Jr., "In a Public Relations Program, Facts Are Never Enough.", The Nation's Schools, 53 (February, 1954), p. 56.

[4]William O. Stanley, et al., Social Foundations of Education, New York: Dryden Press Inc., 1958, pp. 1, 2.

[5]Howard Y. McClusky and Herbert M. Hamlin, "Adult Education About Education", Review of Educational Research, Vol. 23, No. 3, 1953, Chapter VI, p. 261.

[6]Ibid.

[7]Leo A. Haak, "The General Public and the Public Schools", Administrator's Notebook, Vol. IV, No. 8, (April, 1956).

[8]Roald F. Campbell and Russell T. Gregg, Administrative Behaviour in Education, New York: Harper and Brothers, 1957, p. 240.

[9]Ibid., pp. 240-1.

[10]Robert E. Sweitzer, "What They Don't Know Can Hurt You", Administrator's Notebook, Vol. II, No. 3, (November, 1953).

[11]Walter H. Worth, "An Analysis of the Editorial Treatment of Education in the Alberta Press", Unpublished Master's Thesis, University of Alberta, Edmonton, 1952.

[12]Grace Langdon and Irving W. Stout, Helping Parent's Understand Their Child's School, Englewood Cliffs, N.J.; Prentice Hall, 1957, pp. i-lv.

[13]Harold Van Winkle, "Good Schools Tell Their Story", Administrator's Notebook, Vol. V, No. 4, (December, 1956).

[14]Campbell, op. cit., pp. 236, 240.

[15]Ibid., p. 237.

[16]David M. Dennis and Leslie L. Chisholm, "Public Relations and School District Reorganization", Administrator's Notebook, Vol. II, No. 5, (January, 1954).

[17]Campbell, op. cit., p. 241.

[18]Ibid., p. 242.

[19]McClusky, loc. cit.

[20]Van Winkle, loc. cit.

[21]W. Stuart Grout, "Interpreting Education Through the Local Newspaper", Administrator's Notebook, Vol. V, No. 2, (October, 1956).

[22]Haak, loc. cit.

[23]Sweitzer, loc. cit.

[24]Dennis, loc. cit.

CHAPTER III

THE QUESTIONNAIRE

An achievement test of school knowledge was administered to a scientifically selected sample of the adult population of Edmonton. The purpose of this chapter is to provide a rationale for the choice of question material, to interpret the development of revisions and to explain the format and the organization of the data section. A sample of the questionnaire appears in Appendix A.

I. RATIONALE FOR QUESTION CHOICE

To determine the most important areas in which the public should have an adequate knowledge to share in educational planning two successive criteria were used as a basis for choosing the test questions:

1. From the sources listed in the Bibliography and from the writer's experience, there was compiled a list of thirty-five broad areas of school knowledge in which it was considered necessary for the public to have an adequate understanding. The thirty-five areas chosen were judged to be sufficiently comprehensive to cover all phases of educational knowledge.

2. The members of the graduate class in Educational Administration were asked to select from the above list approximately twenty areas in which they felt that public

knowledge was most essential.* "Approximately twenty" was arbitrarily selected to create a forced choice situation in which the number to be chosen fell close to but below the anticipated number of questions for the proposed questionnaire.

The frequency of choice by the administrative group gave the following rank order of areas in which knowledge of the school system was most needed by the public:

1. Powers and responsibilities of school boards
2. Curriculum
3. Programming, grouping, streaming, etc.
4. School taxes
5. Ex-curricular activities
6. Philosophy and objectives of education
7. Pupil reporting
8. Teacher training
9. Appointment of officials
10. Pupil placement: organization of the school into grades and divisions
11. Powers and responsibilities of the superintendent

*The sixteen respondents, prior to their temporary leave of absence, had been practising inspectors, superintendents, principals, department heads and teachers in nine Canadian provinces.

12. Testing
13. School costs (including provincial government's share)
14. Salaries of Teachers
15. School Board Regulations
16. Guidance
17. Special Education: e.g. handicapped children
18. Health Services
19. School Buildings
20. Powers and responsibilities of the Department of Education

In choosing the actual questions and wording of the questions to test these sub-areas of school knowledge, several criteria of suitability were used in addition to the professional opinions and documentation already mentioned:

1. Availability of the information to the public. In this regard, the choice was guided by Worth's thesis[1], the 1958 Annual Report of the Alberta Department of Education[2], the 1958 Annual Report of the Edmonton Public School Board[3], and the writer's experience with newspaper coverage and agendas of Home and School meetings.

2. Suitability of the questions to the areas of knowledge to be tested. The choice was guided by the writer's personal judgement and by opinions of graduate classmates.

3. Adaptability to an exclusive and clearly defined

choice in a multiple-choice type of question.

4. Adaptability to a multiple-choice type of question due to the existence of an adequate number of feasible wrong answers.

5. Relative difficulty of wording necessary to convey the import of the question to the respondents.

Questions were drawn primarily from the following publications of the Department of Education and of the Edmonton School Boards.

A. Annual Reports[4], Courses of Studies[5] and Curriculum Guides[6] of Alberta's Department of Education.

B. Annual Reports[7], Policy Handbooks[8] of Edmonton Public School Board and correspondence with Edmonton Public[9] and Separate School Boards[10].

Each of the twenty sub-areas of school knowledge was represented by at least one question. The five highest ranking areas (see p. 28) were granted two questions each. The twenty-five questions originally planned for the questionnaire resulted. Twenty-five questions were considered a reasonable compromise between an adequate test and the limitations of public acceptance. (In a subsequent revision the total number of questions increased to twenty-eight.) As the sub-areas selected are not mutually exclusive, the questions stemming from one area frequently have implications in several other areas. For example a question designed to

test public knowledge concerning the powers of the Department or the Superintendent, might also help to reveal the knowledge, or lack of it, concerning such items as programming, reporting, pupil placement, testing, guidance, etc. This overlapping and interlocking of test items tends to strengthen the testing instrument as four or five questions in one area promise a more reliable judgement of the knowledge possessed in that area. With two exceptions the first ten areas selected have four or more test questions relating to each. The areas supported by one question only, are in the fourteenth rank position or lower.

Thus the questions were based on the twenty areas of public knowledge about the schools selected by practising administrators. The questions were screened by the five criteria of suitability. The questions were prepared from the most recent official documents and the correct answers were checked for accuracy with officials of the School Boards. The questionnaire, in both content and format, developed through five distinct revisions.

II. REVISIONS OF THE QUESTIONNAIRE

The original questionnaire was amended in separate consultations with fellow graduate students, professors of the Faculty of Education and from correspondence with each of the Public and Separate School Boards in Edmonton. This

first revision resulted in a change of format: a more cumbersome style of multiple choice was modified to the present type. A number of questions considered inadequate were replaced by more appropriate test items. The correspondence from the Public and Separate School Boards gave the most recent answers to many of the selected questions and thus strengthened the selection of the foils.

This first revision was examined minutely by the class of graduate students during a session in Educational Research. The format and wording were subjected to detailed modification. This sharpening of the instruction and question wording improved the effectiveness of the testing instrument.

This second revision, in mimeographed form, was administered to the members of the City Council of the Home and School Association at their January 5, 1959 meeting. The statistical results of this pilot study gave an estimate of the reliability of the test. Test-Retest and Two-Comparable-Forms-of-the-Same-Test proved impractical methods of testing reliability in this case. Therefore, the Split-Half Reliability Coefficient was determined. This coefficient, corrected by the Spearman-Brown Prophecy Formula, gave a correlation coefficient of .76. This is significant at the one per cent level of confidence. The mean obtained by the respondents in this pilot study (n=38) was 11.5 or 46 per cent. The Standard Deviation was 4.86. These results will

be compared with the results derived from the total sample.*

The experiences of this pilot study led to further revisions in the questionnaire. As a result of evident misunderstandings by respondents, a number of the questions were reworded. In addition the foils in some questions were found to be inadequate and were thereupon improved. For example, the dates in the question on the Grade One starting age and the subject names in the question on compulsory subjects in High School showed need for clarification. (It was on a suggestion from a member of this group that Education Week was approved for the survey.)

This third revised copy was further strengthened at a Seminar comprised of the Faculty of the Educational Administration Division and the Masters Degree candidates. As a result of this critical analysis of the question content, further validation and documentation were carried out. This additional documentation resulted in the deletion of four questions and the addition of seven. This evaluation resulted in the addition of questions on Special Services such as Health, Guidance and Ex-Curricular Activities. It also resulted in a question testing the public knowledge of edu-

*Twenty-one of the questions used in the pilot study were still present in the final draft of the questionnaire.

cational objectives. As a result of this revision the number of questions rose to twenty-eight.

This final draft was further examined by two Faculty advisers who suggested several refinements in wording. It was then approved for final editing and printing.

IV. FORMAT AND DATA SECTION

A multiple-choice type of question was chosen as being preferable to an open-end, completion type as the former ensured a more uniform interpretation and a greater facility of marking. The multiple-choice type of question was also considered preferable to the true-false kind because of the sharp dichotomy of distinction created by the latter.

The twenty-eight questions used in the printed form were accepted as being as large a sample as could feasibly be administered, although a larger number of test questions is usually recommended for reliable test results. The double column and the small type give some psychological illusion of brevity.[11] Questions Twenty-Nine and Thirty solicit opinions concerning the channels of communication between the school and the home.

The data portion of the questionnaire appears at the end to avoid a distraction between the opening explanation and the body of the test. The data items, thirty-one to forty-two, serve to categorize the variables listed in the hypo-

theses. In order to preserve the anonymity of the respondents no names or identifying marks appeared on the questionnaire. The completed questionnaires were coded for card-punching purposes only. In order to ensure this anonymity, and thus promote more complete and more accurate responses to the questions of a personal nature the respondents sealed their completed questionnaire in an envelope before handing it to the interviewer.

FOOTNOTES--CHAPTER III

[1]Walter H. Worth, "An Analysis of the Editorial Treatment of Education in the Alberta Press", Unpublished Master's Thesis, University of Alberta, Edmonton, 1952.

[2]Department of Education, Government of Alberta, Annual Report, 1957, Edmonton, Queen's Printer, 1958.

[3]Edmonton Public School Board, Annual Report, 1957.

[4]Department of Education, op. cit.

[5]Department of Education, Government of Alberta, Foundations of Education, Bulletin 1: An Introduction to the Program of Studies for the Elementary and Secondary Schools, 1949.

[6]Department of Education, Government of Alberta, Curriculum Guide for Alberta Secondary Schools, 1950; and Senior High School Guide for English Language and Literature, 1957.

[7]Edmonton Public School Board, op. cit.

[8]Edmonton Public School Board, Policy Handbook, 1958-59.

[9]Personal Correspondence of the Author with Mr. M. J. V. Downey, Director of Personnel and Research, Edmonton Public School Board, December 4, 1958.

[10]Personal Correspondence of the Author with Mr. A.A. O'Brien, Superintendent, Edmonton Separate School Board, January 20, 1959.

[11]J. Francis Rummel, An Introduction to Research Procedures in Education, New York: Harper and Brothers, 1958.

CHAPTER IV

THE EXPERIMENTAL DESIGN FOR SAMPLING AND INTERVIEWING

The preliminaries of this research involved the selection of a scientific sample of the adult population of Edmonton, the enlisting and training of a force of interviewing personnel and the preparation for personal interviews in the respondents homes to occur during Education Week. These basic developments are traced in this chapter.

I. SAMPLING DESIGN

Size

A sample of five hundred adults was considered adequate to represent the population of Edmonton. This constitutes a .25 per cent sample. When this sample was judged by the criteria outlined by Parten, it satisfied the general factors which affect the choice of the sample size.[1]

1. Homogeneity of population, which requires fewer cases for reliability than heterogeneity, was promoted in this sample by stratification utilizing the homogeneity of census tracts.

2. The sub-categorization planned in tabulation and analysis did not envision a large number of sub-groups and, therefore, the total sample did not need to be as great as if a multitude of categories were to be examined.

3. The problems of interview, collection and tabulation, limited funds and time affected the size of the sample which could be secured. It was estimated that approximately one hundred volunteer interviewers could be enrolled. On the principle that any one volunteer should not be asked to contact more than six homes, a maximum potential of six hundred interviews was foreseen. Allowing for refusals and wastage, a net return of five hundred questionnaires was estimated.

4. A controlled sample, realized by using a proportionate sub-sample from each tract, requires fewer cases than a city-wide random sample. However, a built-in sampling error will occur in this case due to a disproportionate increase of population within tracts since the most recent federal census (1956).

The sample size was also validated by the following formula:

$$n_s = \left(\frac{\bar{\sigma} z}{T}\right)^2$$

where n_s is the size of the required sample, $\bar{\sigma}$ is the preliminary estimate of the standard deviation of the universe (as obtained from the pilot study), z is the standard error corresponding to the accepted probability (P=.99) and T is the permissable error or tolerance (arbitrarily chosen as $\pm$ or -1). Substituting in the above formula, $n_s = 156$.

This means that a random sample of 156 cases should

give an estimate of the mean on the test of knowledge with an assurance of 99 per cent that such a mean is within the permissable error range of plus or minus one mark or 3.5 per cent. This precision is predicated on the complete accuracy of the hypothetical sample. In practice, it is anticipated that the sampling errors which do occur, will be partially balanced by the larger sample of approximately five hundred cases.

Tracts

A large scale map of the city of Edmonton was subdivided into census tracts. (Appendix B)

> "Census Tracts are designed with a view to approximate uniformity in size and population and such that each includes an area which is fairly homogeneous with respect to economic status and living conditions." (2, p.3)

Stratification was considered essential to the sampling for several reasons:

1. to ensure greater representativeness.

2. to improve homogeneity which would ensure greater precision with fewer cases.

3. to structure interviewers' choices and thus help to eliminate bias.

4. to promote concentration which would reduce the travelling time needed for interviewing.

The census tracts were chosen as the preferable means of geographic stratification because they provided greater

homogeneity than either city sub-divisions or a superimposed uniform grid. Also, city sub-divisions showed too great a range in size; and all sections of the city are not included in sub-divisions. Stratification on other than a geographical basis was not considered feasible because of the nature and distribution of the interviewing personnel and because of the lack of adequate lists of the potential universe.

Sample Selection

Within each of the thirty-four tracts, the blocks were numbered consecutively. The total number of blocks ranged from 40 in Tract Four to 293 in Tract Two. (Table 1, Column 2) Blocks occupied solely by schools, hospitals or other non-residential buildings were distinguished on the map so that they would not be drawn in the sampling.

Using the most recent census figures available for these tracts,[2] the percentage population in each tract was determined. The same percentage of the sample was drawn from each tract. (Table 1, Column 3) For example, the population of Tract One was 6,553 or 2.9 per cent of the total population of 226,002. Thus the size of sample required from Tract One was 2.9 per cent of the gross sample (600) or approximately eighteen cases. In a similar manner the number of individual cases needed in each of the other tracts was calculated. (Table 1, Column 4)

The sub-total sample in each tract was divided by six, which was the number of interviews arbitrarily chosen for each volunteer interviewer. The resulting quotient, rounded off, gave the number of blocks (and thus interviewers needed) in each tract. (Table 1, Column 5) This clustering of six interviews in each block limited the commuting by ensuring that one interviewer could locate his six interviews within the confines of one block.

After the number of blocks needed in each tract had been determined, the numbers of the blocks to be used were selected by the use of a table of random numbers. The numerical designation of blocks is shown in Table 1, Column 6. The resulting potential of interviews was ninety-seven times six for a total of 582 individuals.

These blocks thus selected were marked on the master map. Where blocks chosen proved to be vacant, the nearest residential block was substituted. A small replica of each block with boundaries designated was prepared for the use of each interviewer. Each interviewer was instructed to start at any corner of his block and contact every third house until his six calls were completed. Interviewers were instructed to control the sampling to the extent of seeking equal representation from men and women but not to restrict representation in any other variable except as controlled by definition.

TABLE I

SAMPLING DATA

1 Tract No.	2 No. of Blocks	3 Popula-tion in Hundreds	4 Sample Needed	5 Blocks Needed	6 Blocks Chosen				
1	291	65	18	3	181	81	200		
2	293	46	14	2	181	200			
3	116	96	25	4	82	18	55	43	
4	40	32	10	2	19	33			
5	56	55	15	2	43	18			
6	120	69	19	3	43	82	22		
7	133	70	19	3	43	18	6		
8	94	100	26	4	59	43	51	18	
9	65	68	18	3	43	18	50		
10	54	66	18	3	43	18	50		
11	59	56	16	3	43	18	50		
12	59	48	14	2	43	18			
13	90	91	24	4	59	43	50	51	
14	101	79	21	3	43	81	18		
15	80	111	29	4	37	51	55	39	
16	66	49	14	2	43		50		
17	115	79	21	4	43	81	17	1	
18	69	60	17	3	43	18	51		
19	98	109	28	5	59	43	50	51	18
20	70	71	19	3	43	18	50		
21	145	37	11	2	51	16			
22	50	53	15	2	43	18			
23	45	34	10	1		33			
24	59	62	17	2	43	18	22		
25	89	83	22	4	59	43	50	51	
26	72	93	24	4	43	18	50	37	
27	176	45	13	2	67	137			
28	65	39	11	2	44	18			
29	56	78	21	3		18	50	25	
30	50	45	13	2	43	18			
31	59	64	17	3	42	18	50		
32	106	81	21	3	43	18		81	
33	98	60	17	3	59	43	50		
34	70	47	13	2	43	18			

The comparison of the sample received with the census of the universe will be considered in Chapter V.

II. INTERVIEW PERSONNEL

To gain better co-operation of respondents, to attain a greater proportion of returns and to achieve a truer cross-section of the public, it was considered necessary to conduct personal interviews in respondents' homes. To mail questionnaires of this type and of this length was considered to have too high a possibility of non-returns. Group administration was not chosen because such a purposive sampling would tend to have a high index of bias.

Recruitment and Organization

The decision for personal interviews necessitated the recruiting of a company of interviewers. Because of the financial limitations involved, the basic interest motivation and the already functioning organization, the Home and School Association was approached to provide the volunteers needed. First, through a meeting with the executive of the Edmonton Home and School Council, and then, as a result of outlining the project to the Council itself, unanimous approval for the support of the survey was secured. Representatives of seventy-seven locals were contacted and asked to enlist at least two volunteers from their membership.

Forty-three Home and School locals responded with a complement of ninety-two interviewers and nine leaders.

The metropolitan area of Edmonton was divided into five directoral areas, each incorporating a number of tracts and delineated by tract boundaries. (Appendix B) The number, location and size of these areas were dictated by the number, residence and personality of the volunteer leaders enrolled in the initial phases of the organization. One of the volunteer leaders resident in each area was designated as an Area Director and for organizational purposes the area was coded using the initial letter of the Director's surname. The contact organization was constituted in this manner:

TABLE II

STRUCTURE OF GEOGRAPHIC ORGANIZATION

Area	Tracts	Director	Assist-ants	No. of Inter-viewers	No. of Blocks	No. of H.&S. Locals
C	2,5,6,7, 10,11,12, 15,16,20	Coffin	1	17	27	8
E	21,22,23, 28,29,30	Eliason		7	12	3
H	13,14,17, 18,19	Halkier	1	10	19	5
K	24,25,26, 27,31,32, 33,34	Kales	1	24	23	13
R	1,3,4,8,9	Ryley	$\frac{1}{4}$	$\frac{34}{92}$	$\frac{16}{97}$	$\frac{14}{43}$

Briefing Session

A briefing session held at the University's Education Building on the evening of February 25, 1959 was attended by ninety-four of the 101 volunteers. The group received their necessary information and materials. Each interviewer received a kit containing:

6 blank questionnaires
6 envelopes in which questionnaires were to be sealed on completion
1 identification ribbon
1 letter of credentials from the Faculty of Education office
1 instruction sheet
1 map card with a diagram of the block to be interviewed.

An instruction sheet gave detailed information for selection of the respondents and for the administration of the instrument. Instructions were given for procedure if the block was not residential, if tenants were absent, or if selected respondents refused to answer. Suggestions were outlined for introductions and for explanations of the instrument to the respondent. During the briefing session, the volunteer interviewers were given an overview of the purposes of the survey as well as an outline of the organization and how the preparations had developed. This information was considered essential to assist in the establishment of rapport with the potential respondent.

The interviewers chose their own blocks. Because of the numerical inbalance between the volunteers and the

selected blocks in each tract, certain interviewers voluntarily chose blocks outside of their own residential area. The necessary small percentage volunteered to be responsible for two blocks.

Time of the Survey

The personal interviewing took place during Education Week, March 1-7, 1959. This week was chosen because it was felt that the increase in educational interest and publicity which normally prevails during Education Week would supplement the publicity planned for this survey. This expectation was borne out by the resulting news releases. The fostering of public interest and acquaintance with the study was considered of primary importance in the establishment of interviewer-respondent co-operation. The resulting public response seemed to support this contention.

No definite date or time during the week was set for the interviewing. The possibility of earlier respondents passing information to those approached later was considered but this factor was deemed of neglible importance. In contrast, the nature of the interviewing personnel made some flexibility imperative.

Respondents had the opportunity to seal their completed questionnaires in the envelopes provided. The great majority availed themselves of this opportunity. This

was thought necessary to encourage the adult concerned to answer questions of personal data and to answer them more sincerely.

The completed questionnaires, after editing and coding, were machine scored and tabulated. The results are analysed in the remaining three chapters.

FOOTNOTES--CHAPTER IV

[1]Mildred Parten, Surveys, Polls and Samples, New York: Harper and Brothers, 1950, pp. 294-301.

[2]Census of Canada, 1956, Population, Characteristics by Census Tracts, Calgary-Edmonton, Bulletin 4-13, Ottawa, 1957, pp. 8-15.

CHAPTER V

GENERAL ANALYSIS OF THE RESULTS OF THE PUBLIC INFORMATION SURVEY

The data of the research are examined in general outline in this chapter and in greater detail in Chapter VI.

I. THE SAMPLE

Number of Returns

The assumption expressed earlier (Chapter IV, p. 38), that it would be necessary to plan for approximately six hundred interviews to net five hundred completed returns, was substantiated in the sample received. Five hundred and eighty-two questionnaires were distributed to interviewers. Five hundred and seventy-five questionnaires were returned of which five hundred and five were completed. The composition of the returns indicates the index of response.

TABLE III

RESPONSES CLASSIFIED

Classification	Frequency	Per Cent
Completed	505	87.0
Refused:		
Language Difficulties	16	2.7
Not Interested	6	1.0
No Reason Given	42	7.3
Returned Incomplete--no reason stated	6	1.0
Lost	7	1.0
Total	582	100

Ninety-eight per cent of the test papers reached the public and were returned for analysis. Eighty-seven per cent of those approached completed the questionnaires.

Comparison of the Sample with the Universe

The statistics of the 505 completed returns were compared with the comparable parameters of the population of Edmonton. This data was compiled principally from the annual census of the city of Edmonton for the years 1956-58 inclusive and the national decennial census of 1956. These were the most recent figures available to the writer at the time of the comparison.

These statistics generally exhibit a marked similarity between the sample secured and the universe represented. This similarity, however, should be considered as only a very general indication of representativeness. The level of confidence for the difference in per cents is not statistically measurable in all cases because the parameters differ from the statistics in categorization and date. In calculating the statistical data for the population cell entries, it was necessary to interpolate and recategorize for all variables except those of "type of school", "marital status" and "sex". It is in these variables that the significant differences can be measured. The probabilities range from .8 for "sex" to 1.6 for "type of school". These are not significant at the

TABLE IV

COMPARISON OF THE SAMPLE WITH THE UNIVERSE*
(All Cell Entries Are Percentages)

A. Type of School	Sample	Population Dominion Census, 1951	Population School Census, 1958
Public	81.2	78.1	78.3
Separate	18.8	21.9	21.7†

B. Occupation	Sample	Population 1951 Dominion Census
Professional	16	8
Managerial	5	7
Clerical	10	12
Salesman	4	6
Craftsman	10	15
Housewife	42	39
Service Worker	4	9
Labourer	5	4
Not Stated	4	

C. Income	Sample	Population 1957 City Census
Up to $3,000	17	12.2
$3,000 to $5,000	41	49
$5,000 to $8,000	24	26
$8,000 to $12,000	7	9
$12,000 to $16,000	2	3
Over $16,000	.5	.8
Not Stated	8.5	

*All but one set of figures for the population are taken from "General and Administrative Statistics of the City", Edmonton, 1958.

†From correspondence with the Edmonton Public School Board, December 4, 1958.

TABLE IV (continued)

D. Age	Sample	Population 1956 Dominion Census
20 to 29 years	21	29
30 to 39 years	34	25
40 to 49 years	25	19
50 to 59 years	8	12
60 to 69 years	6	9
70 years and over	3	6
Not stated	3	

E. Marital Status	Sample	Population 1956 Dominion Census
Single	10	15
Married	87	85
Not Stated	3	

F. Sex	Sample	Population 1958 City Census
Male	44	50
Female	53	50
Not Stated	3	

G. Education Completed	Sample	Population 1951 Dominion Census
To Grade 6	3	9
Grade 7 to 12	82	79
University	12	12
Not Stated	3.5	

H. Children	Sample	Population 1956 City Census
None	10	30
PreSchool	25	28
Elementary	34	26
Secondary	16	8
Through	11	8
Not Stated	4	

accepted level of confidence. This means that these differences could occur by mere fluctuation of sampling. This comparison serves to further strengthen the confidence in the representativeness of the sample.

A further validation of the adequacy of the sample is provided by a comparison of the mean and the standard deviation of the sample with the similar measures of the pilot study.

TABLE V

COMPARISON OF THE SAMPLE WITH THE PILOT STUDY

Statistic	Pilot Study	Sample	Test Significance
Number of Cases (n)	38	505	
Average ($\bar{x}$)	11.5	10.6	t=1.1 N.S., p=.05
Standard Deviation ($\bar{o}$)	4.8	4.2	F=1.3 N.S., p=.05

Neither the means nor the standard deviations show a significant difference at the five per cent level of confidence.

II. RELIABILITY OF THE INSTRUMENT

As already explained in Chapter III (p. 32), the Split-Half Test of Reliability seemed the most practical test for examining the reliability of the test questions. A reliability of .79 resulted from a comparison of the scores of the

odd-numbered questions with the scores of the even-numbered questions. A high reliability for the scores obtained may be assumed from this correlation.

III. GENERAL RESULTS OF THE QUESTIONNAIRE

The results of the test questions on knowledge about the schools are tabulated in Table VI and portrayed graphically in Figure 1. The range of raw scores was from zero to twenty or a range of 71.4 per cent. Both public and separate school respondents achieved the same range of scores. For the total sample the mean and median were 10.56 and 10.76 respectively. Skewness, dispersion and kurtosis were assumed, by inspection, to be sufficiently normal that the distribution could be considered as a normal one for all calculations.*

The achieved mean of 37.7 per cent shows a significant similarity to the hypothesized mean of 40 per cent. This result supports the first hypothesis that the general public is not well informed regarding education.

The hypothesis that Separate School supporters have greater knowledge of their school system than have Public School supporters is not upheld. Nor is the hypothesis rejected. The difference between the two means, although it favours the Public School respondents, is not statistically

*No correction in the scores was made for guessing.

significant. That is, the difference between the Public School mean of 10.70 and the Separate School mean of 9.97 could have occurred by chance fluctuations in sampling.

TABLE VI

SCORES OBTAINED ON THE PUBLIC INFORMATION SURVEY

Scores		Frequency			
Raw	Per Cent	Total	Public	Separate	Not Stated
0	0	7	5	2	
1	3.6	5	4	1	
2	7.1	6	4	1	1
3	10.7	10	6	4	
4	14.3	19	16	3	
5	17.9	18	16	2	
6	21.4	25	21	3	1
7	25.0	25	17	8	
8	28.6	35	26	8	1
9	32.1	42	35	7	
10	35.7	46	36	10	
11	39.3	55	42	13	
12	42.8	46	36	10	
13	46.4	40	33	7	
14	50.0	38	33	5	
15	53.5	30	27	3	
16	57.2	16	15	1	
17	60.8	22	18	4	
18	64.3	12	10	2	
19	67.8	3	3	0	
20	71.4	5	4	1	-
	Totals	505	407	95	3
	Mean	10.56	10.70	9.97	



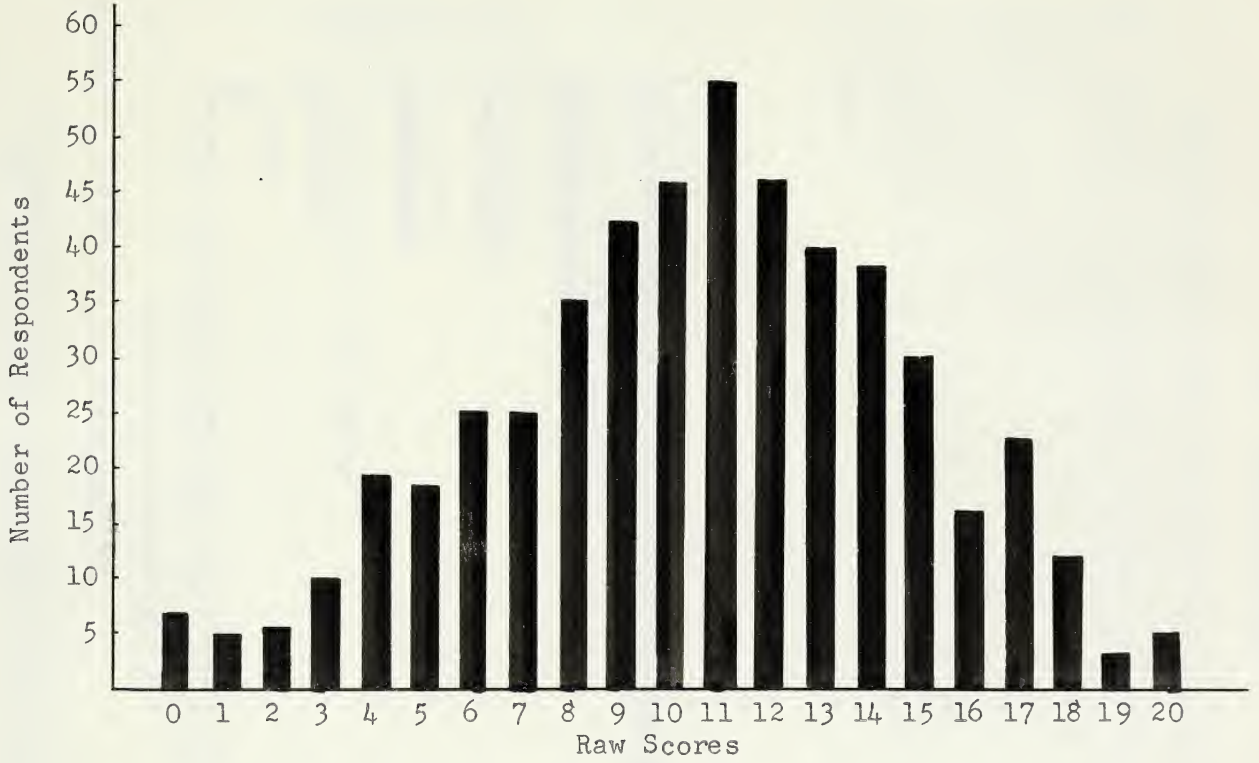


FIGURE I

RAW SCORES ACHIEVED ON PUBLIC INFORMATION SURVEY

IV. COMMUNICATIONS

Questionnaire items twenty-nine and thirty determined the channels of communication through which the public received their knowledge of education. Twenty-nine was normative and thirty was descriptive. In the opinions of the 457 respondents who answered Question Thirty, the rank order of importance of the channels of communication is depicted in Figure 2.

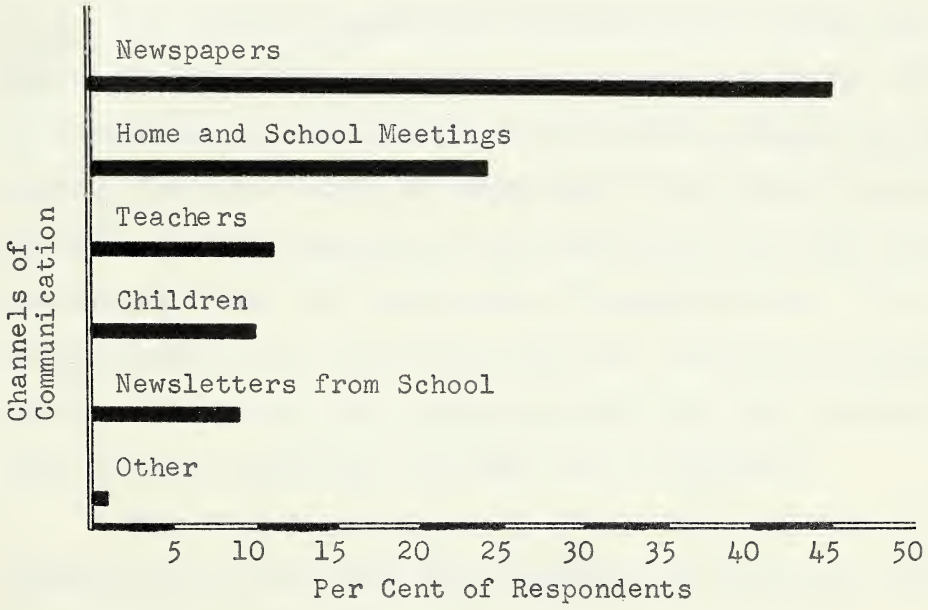


FIGURE 2

THE CHANNELS THROUGH WHICH RESPONDENTS RECEIVED THE BULK OF THEIR KNOWLEDGE OF THE SCHOOLS

Forty-five per cent of the people believe that they get most of their information about schools from the newspapers. Home and School Meetings were chosen second in importance as a channel of communication. However, this channel achieved only half the popularity of opinion that was expressed for newspapers. "Talking with teachers", "listening to your children" and "reading bulletins and papers from the schools" were granted almost equal status. The hypothesis that the child is the best channel of communication between the school and the home is rejected.

The level of knowledge possessed by the group who placed "talking with teachers" as the most important channel of communication, was superior to all other groups of respondents. The superiority of knowledge of the group was highly significant when compared to the group who felt that "school newsletters" were the best means of communication. Also a significantly lower knowledge than the "talking-with-teacher" group was scored by the group who said that they received the most of their knowledge "through their children".

When adults were asked to choose the channels of communication which they would prefer, 470 indicated their wishes as graphed in Figure 3.

Participation at a local level through "meeting with teachers and parents in study groups" was chosen as the most desirable method of improving knowledge in school matters.

A desire for "more newsletters from the schools" was expressed by twenty-three per cent of the respondents. Sixteen per cent wished to get their school knowledge by "studying about it on their own" and ten per cent indicated an interest in "working on education committees".

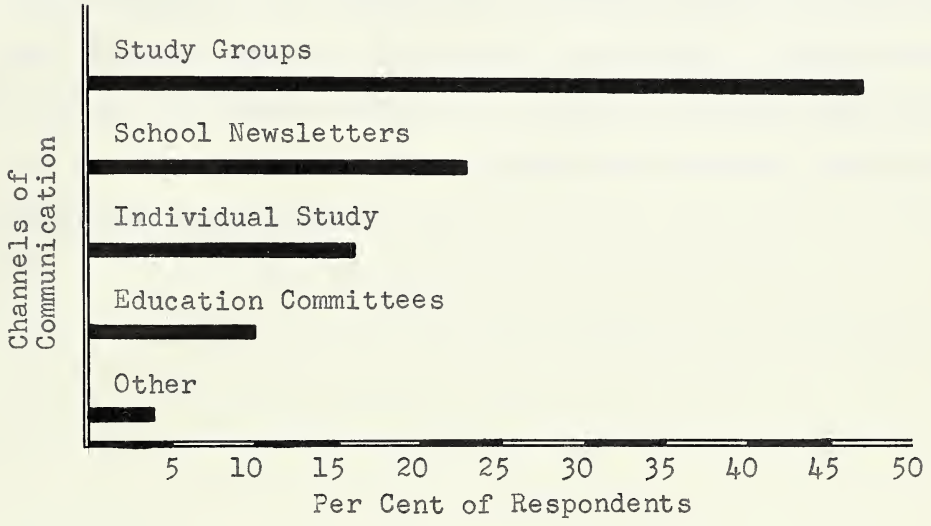


FIGURE 3

THE CHANNELS OF COMMUNICATION
MOST PREFERRED BY THE PUBLIC

V. SUMMARY

From a potential of 582 interviews 505 were returned completed and 70 incompleted. The sample proved to have valid representativeness. The questionnaire showed signifi-

cant reliability when compared with the results of the pilot study and when correlated using the Split-Half Reliability Test.

The hypothesis concerning the "failing" scores on the test was supported. However, Public and Separate School patrons proved to have equal knowledge of their schools. Adults thought that newspapers and Home and School Meetings gave them the bulk of their school knowledge. Three-quarters of these interviewed expressed a desire for more local participation through the media of parent and teacher study groups and school newsletters.

CHAPTER VI

A DETAILED ANALYSIS OF THE RESULTS OF THE EDUCATION SURVEY

This chapter proposes to examine in detail the relationships exposed between the various data and the achieved scores. It will culminate in an analysis of the individual question responses.

I. COMPARISON OF SCORES WITH DATA CATEGORIES

The data portion of the questionnaire was contained in items thirty-one to forty-two. Personal data of the respondents was structured into categories through which score relationships could be tested for significant differences. Analysis of variance with a five per cent level of confidence was used throughout to test significance.

Occupations

Eight broad categories of occupation were listed. These were based on Canadian and American census classifications with certain modifications. For example, the category of "farmers" was omitted as not being essential in an urban survey; the category of "housewives" was added.

The rank order of difference in mean score is graphed in Figure 4. This difference for the group is highly significant.

The mean scores provide a range from 12.63 or forty-five per cent for the respondents in professional occupations to a mean score of 7.72 or twenty-eight per cent for laborers. Professional workers, clerical workers (42 per cent) and managers (41 per cent) achieved a mean score greater than the mean of the total public. Housewives (37 per cent), craftsmen (36 per cent), sales workers (35 per cent), service workers (30 per cent) and laborers are progressively lower in mean score than the general average.

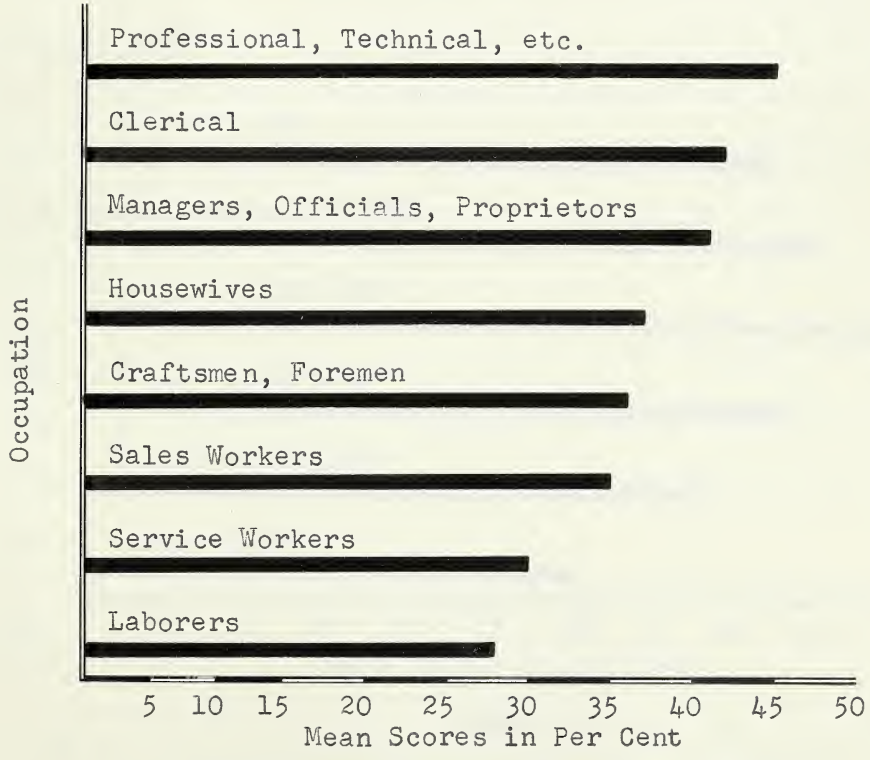


FIGURE 4

MEAN SCORES ACHIEVED BY OCCUPATIONAL GROUPS

It is evident that there is a general relationship between occupational status and "knowledge-of-schools" status. However, the significant differences are between the extreme groups of the categorization rather than between any two consecutive groups in the order of achievement.

Income

Six categories of income were chosen by 462 respondents. The achievement expressed in mean scores is ranked in Figure 5.

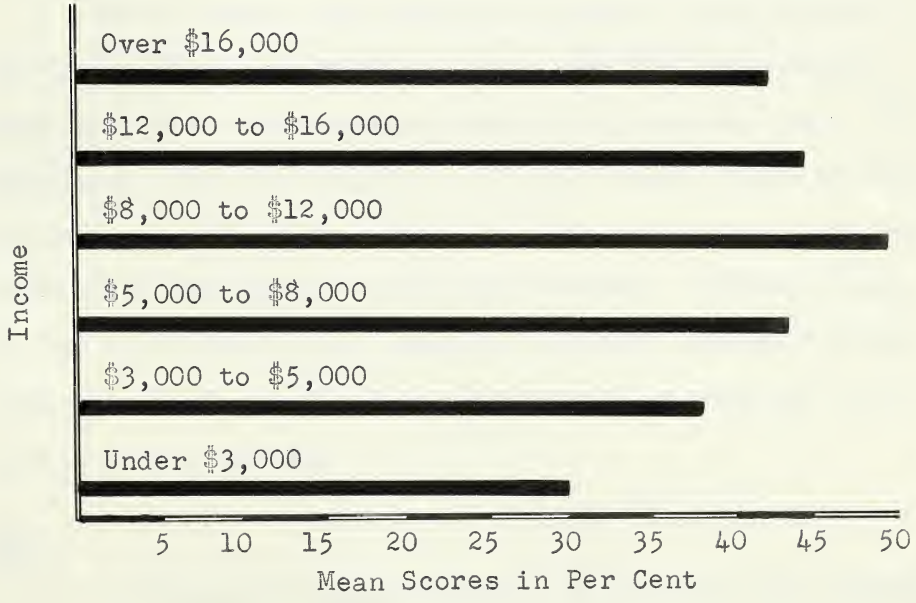


FIGURE 5

MEAN SCORES ACHIEVED BY INCOME GROUPS

Respondents in the $8,000 to $12,000 income bracket show a highly significant superiority to all other categories. The $12,000 to $16,000 bracket (44 per cent), the $5,000 to $8,000 bracket (43 per cent) and the Over $16,000 group (42 per cent) are clustered with no significant difference between the three. These first four categories are above the general mean score. Slightly below the general average but not significantly different from it is the mean for the $3,000 to $5,000 income range (37.6 per cent). Highly significant is the low mean score (30 per cent) for the lowest income category.

While income does exhibit a general relationship to knowledge about the schools, it is not the progressive, straight-line relationship exhibited by occupations. The hypothesis that the $5,000 to $8,000 income group is the most informed is not substantiated as this group is statistically lower than the $8,000 to $12,000 bracket. However, this $5,000 to $8,000 income group is slightly superior to the "over $16,000" group and is statistically superior to the lowest income groups.

Age

A decennial categorization was used for the variable of age. No definite hypothesis concerning age was made. It was hypothesized, however, that parents of elementary school

children would show a statistically significant advantage in knowledge. Such a category would be comprised mainly of adults from thirty to forty years of age. This age group plus the higher decade of forty to fifty years of age shows a statistically higher achievement in the test of knowledge concerning the schools. This is shown in Figure 6.

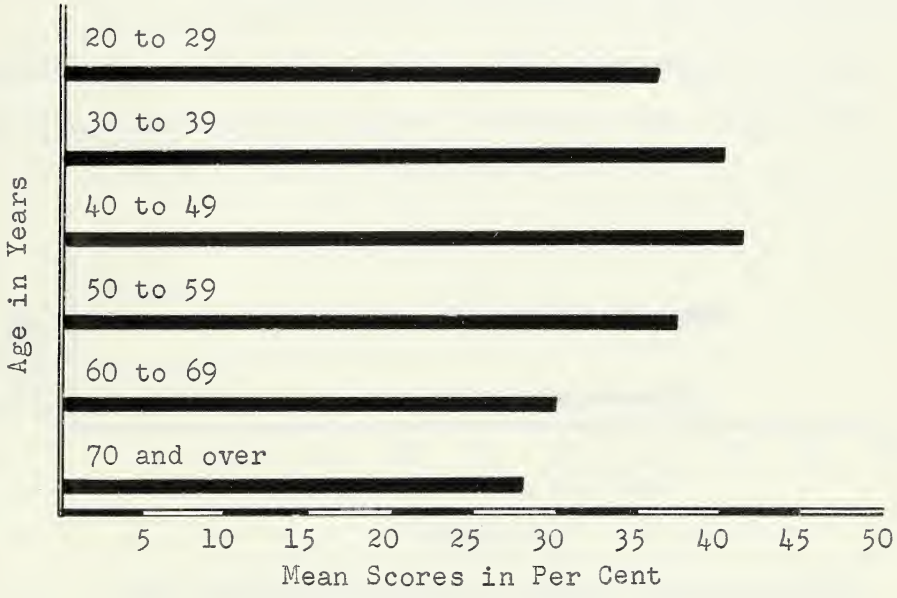


FIGURE 6

MEAN SCORES ACHIEVED BY AGE GROUPS

The pattern of mean scores for age categories is distinguished by three pairs of statistically equivalent means. Adults in the "thirties" and "forties" are equally

more informed than the next pair of the "twenties" and the "fifties". Also the combined group of thirty to fifty years achieved a score above the general mean. The "twenties" and "fifties" are in turn above the mean of the sixty years and over categories. All four of the latter categories tested below the general mean.

Marital Status

It was hypothesized that married persons had greater knowledge of the school system than had single persons. The findings as shown in Figure 7 disprove this hypothesis.

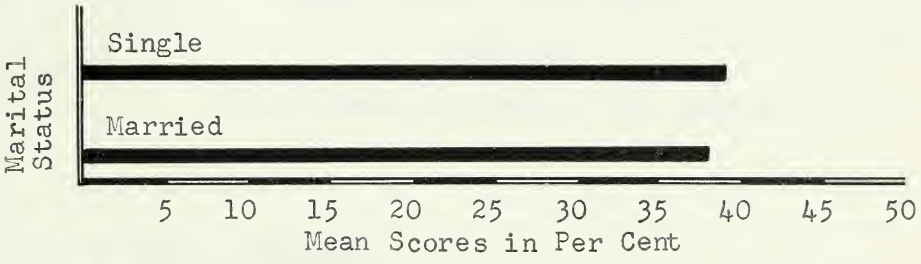


FIGURE 7

MEAN SCORES ACHIEVED BY MARITAL STATUS GROUPS

The slightly greater achievement of the single group is not statistically significant. Neither average is significantly different from the general mean.

Sex

The hypothesis is rejected that mothers of school age children have superior knowledge about the schools compared with fathers in the same category. Figure 8 pictures no statistical difference in the score achievement of men and women.

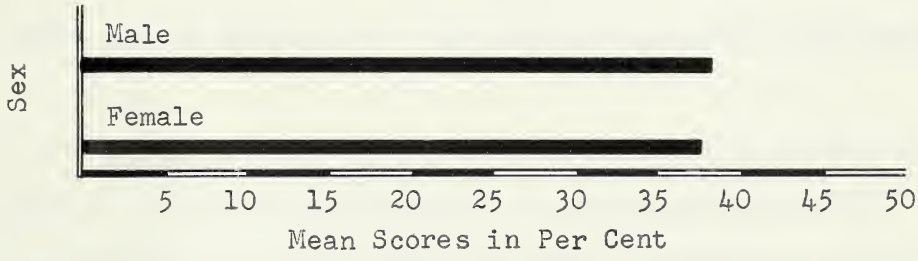


FIGURE 8

MEAN SCORES ACHIEVED BY SEX GROUPS

Type of School Attended

Data was secured on the type of school the respondent had chosen or would choose for his children and on the type of school he had attended.

Children. A greater knowledge of the schools hypothesized for parents of separate school attenders is not upheld. Figure 9 demonstrates no statistical difference for type of school attended by children.

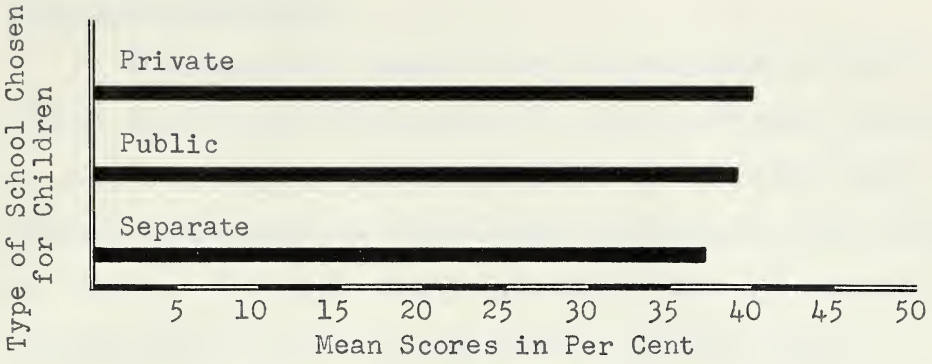


FIGURE 9

MEAN SCORES ACHIEVED BY TYPE-OF-SCHOOL GROUPS (CHILDREN)

Parents. The type of school attended by parents also makes no significant difference in achievement on this questionnaire.* The scores achieved by parents of different school background are seen in Figure 10.

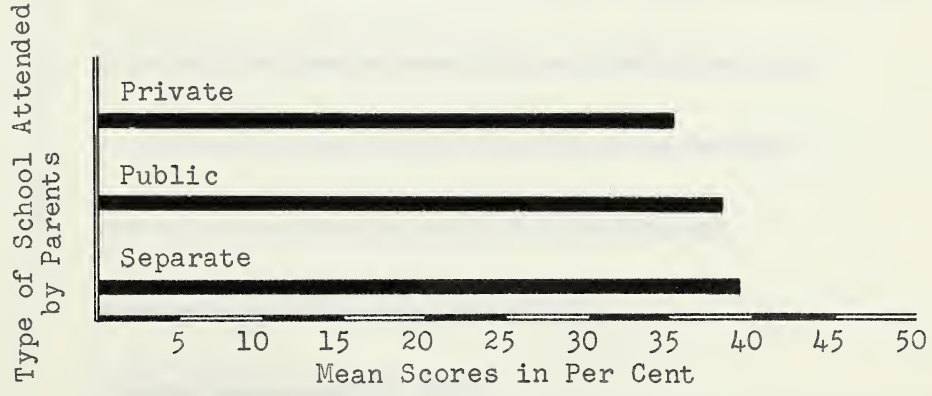


FIGURE 10

MEAN SCORES ACHIEVED BY TYPE-OF-SCHOOL GROUPS (PARENTS)

*The number of cases in each cell for private school respondents is not sufficiently large to warrant comparisons.

Education Completed

The education completed by the respondents shows a highly significant relationship to the achievement scores.

The "Business College or Trade School after High School" group shows no significant difference to the "Grade 12" group. Otherwise there is a difference between each category which cannot be explained by chance alone.*

The hypothesis, that the greater the education level of the testee the greater the knowledge about education, is supported. The high degree of correlation between Education-Completed and Knowledge-of-Schools is revealed in Figure 11.

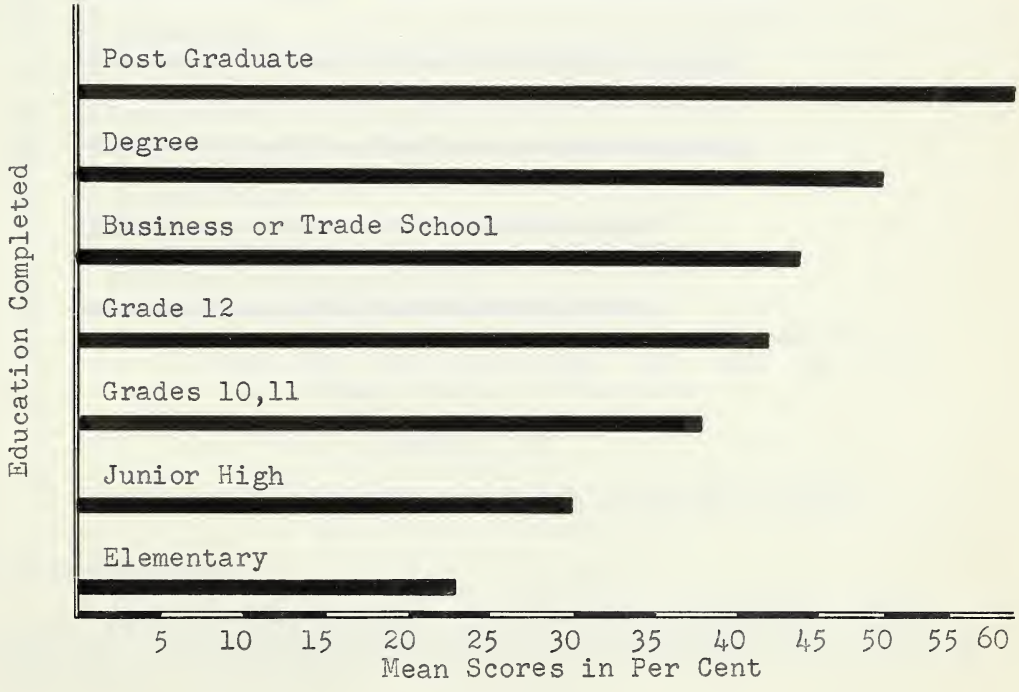


FIGURE 11

MEAN SCORES ACHIEVED BY EDUCATION-COMPLETED GROUPS

School Age of Children

The hypothesis that parents have greater knowledge than non-parents is supported with reservations. These categories appear in Figure 12. Parents of pre-school children achieve equal marks with parents of school children. But parents of children who are through school exhibit no greater knowledge than adults without children. Both the latter groups are below the general average.

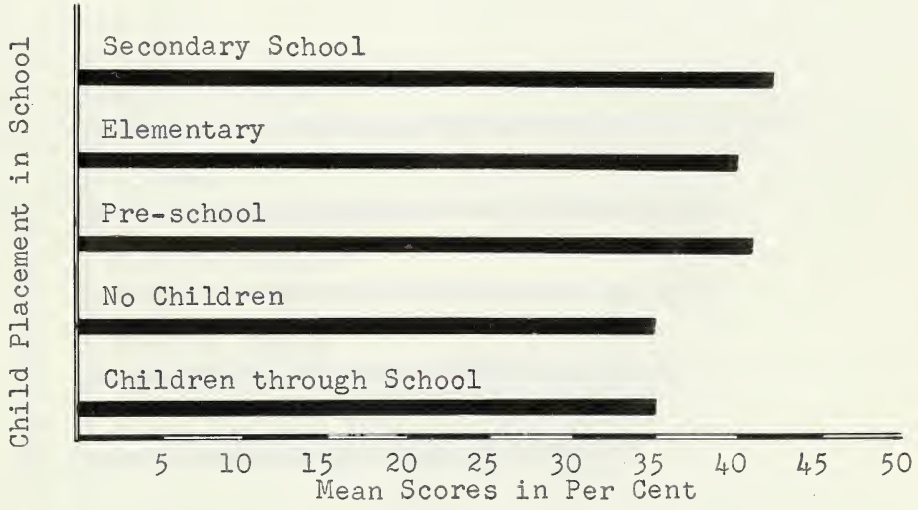


FIGURE 12

MEAN SCORES ACHIEVED BY CHILD PLACEMENT GROUPS

*The number of cases for the "post graduate" group and the "elementary" group cells are inadequate for complete statistical confidence.

Place of Prior Residence. Respondents who lived in the United States prior to residence in Edmonton show a greater knowledge of school matters than other respondents. Previous residence in other provinces accounts for no significant differences in educational knowledge. Prior residence in Canada causes slightly superior knowledge over former residence in other English-speaking countries and highly significant achievement above former residence in non-English speaking countries.

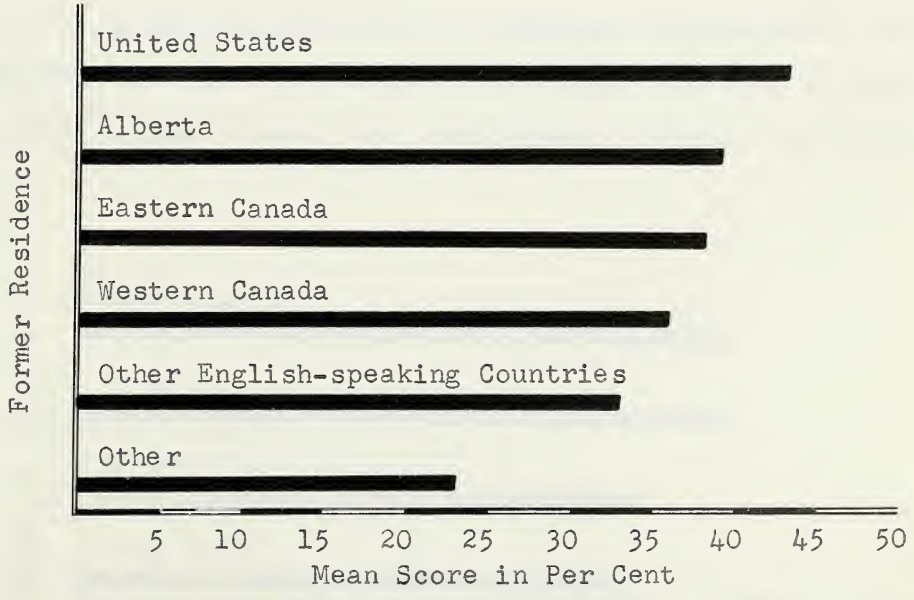


FIGURE 14

MEAN SCORES ACHIEVED BY PLACE OF RESIDENCE GROUPS

The hypothesis that parents of elementary school children would receive a higher mean score than parents of secondary school children is refuted.

Resident Factor

The residence of the respondents was considered from two aspects--the length of time that the respondent had lived in Edmonton and the place of residence prior to moving to Edmonton. Length-of-residence results are depicted in Figure 13 and place-of-residence results in Figure 14.

Length of Residence in Edmonton. Respondents who had lived seven years or longer in Edmonton achieved significantly higher scores than residents of shorter duration.

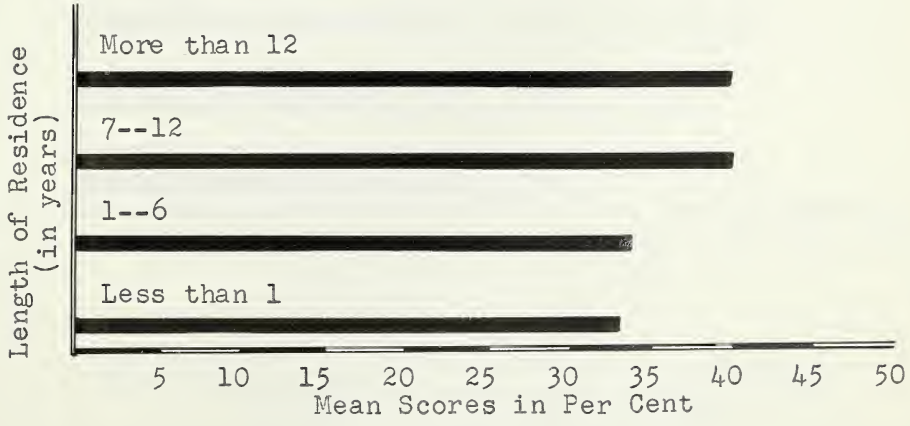


FIGURE 13

MEAN SCORES ACHIEVED BY LENGTH OF RESIDENCE GROUPS

School Contacts

Contact with the school through regular attendance at Home and School Meetings and meeting with teachers increases knowledge of the schools significantly.

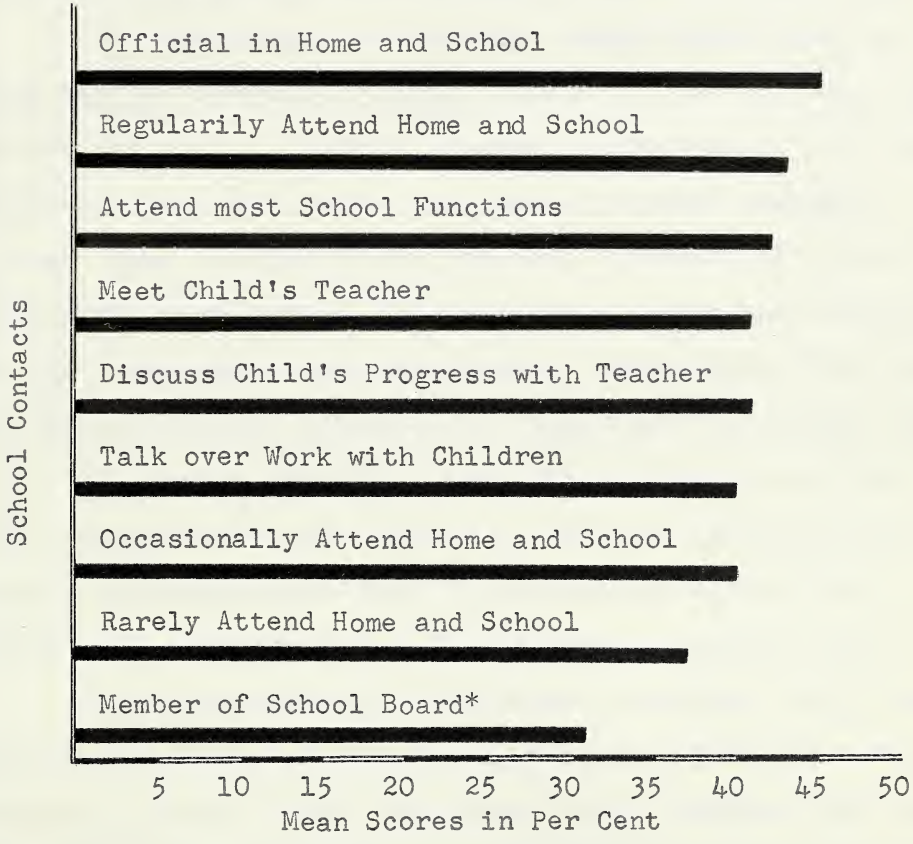


FIGURE 15

MEAN SCORES ACHIEVED BY SCHOOL-CONTACT GROUPS
(AVERAGE OF PAST AND PRESENT)

*The number of cases in this category is too small for statistical reliability

II. ANALYSIS OF QUESTION RESPONSE

Each question was considered from the viewpoint of percentage of correct response, wrong answers and "don't know". The rank order of results based on percentage attainment of the correct response is shown in Table VII.

The percentage of knowledge ranged from eighty per cent for the content of Social Studies to two per cent for objectives of the Guidance program. Seventeen of the items received lower than fifty per cent of correct response. Eleven items received fifty per cent or better of correct response. Cost factors and objectives appear most frequently at the lower end of the rank order. Conclusions which may be drawn from this breakdown are enumerated in Chapter VII.

A clearer picture of the areas in which the public has information of the schools is shown by grouping appropriate questions into their broad areas of application. These are ranked in order of achievement in Table VIII.*

The percentage of correctness in certain broad areas exhibited a range of 68.8 per cent to 30.0 per cent. How Officials Receive their Positions, Pupil Placement and the Powers and Responsibilities of School Boards were areas in

*Only those areas in which three or more test questions pertained were chosen. Only papers with one or more correct responses in each sub-area were considered.

TABLE VII

PERCENTAGE OF QUESTION RESPONSE

Test Question No.	Area of Knowledge	Responses Right	Wrong	Don't Know
15	Content of Social Studies	80	10	10
3	Government which has control of education	79	14	7
20	High School program for University	74	10	16
9	Who hires the teachers?	73	19	8
18	Grades which have Departmental Exams	72	18	10
1	How are School Board Members chosen?	69	18	13
24	Which children receive Health Services?	64	23	13
23	Who pays for educating deaf children?	63	22	15
22	Which grades are called the Junior High?	62	27	11
4	Who chooses the subjects of the curriculum?	53	31	16
19	Compulsory subjects in High School	50	40	10
2	Who chooses the city superintendent?	42	41	17
28	Objectives of ex-curricular activities	41	23	36
11	Teachers' salaries	37	40	23
12	Cut-off date for Grade I beginners	36	53	11
10	Responsibility for teacher certification	34	53	13
13	Methods for teaching reading	30	57	13
14	Number of days in a school year	30	44	56
17	Student report marks	26	52	22
25	University training for teachers	24	41	35
16	Percentage who achieve Grade 9 standard	19	51	30
5	Education's share of the city taxes	13	30	57
26	Objectives of High School Education	12	54	34
21	Understanding of "credit" in High School	8	42	50
8	Cost of 12 years of school for one child	8	36	56
6	Province's share of school costs	7	28	65
7	School Building costs	6	42	52
27	Objectives of Guidance program	2	68	30

which public knowledge of the school system was the greatest. Objectives of Education, Costs of Education and Pupil Reporting proved to be the areas of least information. Matters of Curriculum, Teach Training, Department of Education and Programming, Grouping, Streaming occupied a central position in the ranking of school knowledge.

TABLE VIII

ORDER OF ACHIEVEMENT WITHIN AREAS

Rank	Area of Knowledge	Percentage
1	How Officials Receive Their Positions	68.8
2	Pupil Placement	66.3
3	Boards, Powers and Responsibilities	65.5
4	Curriculum	60.5
5	Teacher Training	58.5
6	Department of Education	55.2
7	Programming, Grouping, Streaming	54.4
8	Special Education	49.8
9	Objectives of Education	47.4
10	Costs	39.4
11	Taxes	33.1
12	Pupil Reporting	30.0

CHAPTER VII

CONCLUSIONS AND IMPLICATIONS

This final chapter is a synthesis following the detailed analysis of the preceding chapters. It highlights the major findings of the study and draws conclusions. Limitations of the experiment are portrayed to imply suggestions for future studies.

I. MAJOR FINDINGS OF THE SURVEY

The public response to this questionnaire was superior to the returns in the majority of questionnaire studies.[1] These returns were shown to have a better-than-chance representativeness to the population. This should be treated with caution, however, as vital statistics in an era of rapid social mobility become out-dated very quickly. Many of the population parameters were true only at the time of the decennial census of 1956.

From the standpoint of normal achievement in a testing situation, the scores obtained indicate a high index of failure on the part of the respondents. The number of cases in most categories was sufficient to warrant a statistical confidence. The relatively low basis of attainment should not affect the appraisal of relationships between scores and categories. It is assumed that a range of marks would

exhibit a similarly normal distribution regardless of its placement on a percentage scale.

The following hypotheses were supported by the research findings:

1. The public generally are ill-informed on school matters.

2. Regular contacts with the school tend to increase the knowledge of education.

3. The level of school knowledge depends on the level of education of the respondent.

4. Parents of school children have superior school knowledge to non-parents and parents of children who are through school. However, the school knowledge possessed by parents of pre-school children is also better than that of the two latter groups.

The other hypotheses were proved to be false or partially false.

1. The middle-class income group as defined by the $5,000 to $8,000 income bracket do not represent the best knowledge-of-schools-group. The above average income group of $8,000 to $12,000 proved to be significantly higher than all other respondents.

2. Married people do not have better knowledge of the schools than single people. No significant difference was found.

3. Women do not have greater knowledge of the schools than men. The findings prove them equal in mean scores.

4. Patrons of the separate schools showed statistically equal knowledge to public school adherents.

5. Parents of elementary school children scored no statistical difference in educational knowledge.

6. The children and school bulletins are not the best source of school information, but parents would prefer more newsletters from the schools. Newspapers were credited with being the best source of school information.

A composite picture emerges from the research, of the person who would tend to score the highest and the one who would usually score the lowest on a test of knowledge. Whether the person is male or female, married or single and partial to the public or separate school system is immaterial. The variables which give predominance appear to be applicable in any area of knowledge. The paragon of knowledge would be a professional, technical or kindred worker, with a post-graduate degree, earning an annual income of $8,000 to $12,000. This person would be forty to forty-nine years of age, with children of pre-school or school age. The ideal person would have lived over seven years in Edmonton and have had prior residence in the United States. The ideal would be an officer in the Home and School Association or a regular attender at Home and School meetings.

In contrast the research portrays a model of the least knowledgeable individual. Again it is of no consequence whether the individual is man or woman, single or married, public or separate school supporter. The variables which place a subject in the lowest category of educational knowledge are, in the main, those factors which are associated with lack of knowledge, per se. The low score recipient would be a laborer earning less than $3,000 a year with a Grade Six education or less. The person would be over sixty years of age with no family or with children who had finished school. The person would have lived less than seven years in Edmonton and have had former residence in a non-English speaking country. Non-attendance at Home and School meetings would be characteristic of this low score individual.

Probably of more vital concern to educators are the areas in which weaknesses occur. With due respect for the limitations of the test items which reveal these weaknesses, the major areas of misinformation or lack of information are probed. These percentages quoted are a total of "wrong answers", "don't know", and "not stated" for each item mentioned.

Ninety-eight per cent of the respondents did not know the objectives of guidance in the Junior High School. Sixty-seven per cent felt that the chief role of guidance

was to help students choose their own subjects in Junior High School. Thirty-one per cent felt that guidance should help Junior High pupils choose a specific vocation.

Ninety-four per cent were ignorant of the cost of school buildings. Fifty-two per cent checked "don't know". A quarter of the public thought that school buildings were half or less of their true cost.

Only seven per cent knew the extent to which the Provincial Government shares in educational costs. Sixty-five per cent admitted that they could not answer. Of the remainder, the majority believed that the Province paid a higher share of school costs than is actually the case.

Fifty-six per cent of the public has no idea of the total cost of putting a child through twelve years of school. Thirty per cent estimated the cost higher than it is.

Ninety-two per cent do not understand the use of the word "credit" in High School. Eighty-eight per cent do not know the objectives of the High School. Of this latter group sixty per cent believe that the High Schools are concerned solely with the "3 R's" and/or specific vocational preparation.

Fifteen per cent of Public School and eight per cent of Separate School supporters know the share of city taxes received by their school systems. A quarter of the Public School people believe they receive a smaller portion and a

third of the Separate School respondents believe they get a larger portion than is the actual share. Sixty per cent of each group admitted that they did not know.

Eighty-one per cent of the public is not aware of the percentage of students who achieve Grade Nine graduation. Nearly half the public believes the attrition rate is higher than it actually is.

Seventy per cent of the people are not aware of methods advocated for teaching reading in our schools. Twenty per cent believe that "phonetics" is the sole method employed.

Seventy-six per cent are unaware of the university requirements for teachers of Grade Twelve subjects. Sixty-six per cent do not realize that the Provincial Government are invested with exclusive authority for certificating teachers. Nearly a third of the public believes that teachers are paid a lower salary than actually prevails. A third believes that the Provincial Department of Education chooses the city superintendent. Thirteen per cent are of the opinion that the same Department hires the city teachers. On the other hand, twenty-two per cent believe that the local School Board is permitted to select the subjects that will be taught in the city schools. Twenty-five per cent of the public believes that the school year is up to a month longer than it really is.

Are these shortcomings in knowledge serious or is this as it should be?

II. LIMITATIONS OF THE STUDY

Because of limitations in the testing device, administration of the questionnaire, certain intrinsic sampling errors were accepted as unavoidable. In addition restrictions in time, research skills and funds created limitations in the study.

1. The instrument does not have sufficient questions. It was felt that it would be impossible to administer such an instrument with any more than the forty-two items contained in the present questionnaire.

2. The questionnaire may well be refined in quality as well as quantity. Both quantity and quality are experimental variables which control response. Particularly when comparisons are drawn between knowledge within areas, the questions arise: are the questions of equal weight, of equal precision, of equal validity? Does the wording imply the same meaning to all respondents?

3. Was the sample as representative as might have been drawn? How will the proportions of populations in various categories compare with the picture which the current city census will reveal?

4. Was the interviewing done uniformly? Was bias

introduced by choice of respondent, by varying methods of administering the interview?

These are the sources of error which may occur in any survey--the instrument, the sample, the personnel--in each lie potential sampling errors. It is the considered opinion of the writer that these errors have been minimized as much as possible in this survey.

5. The refusals constituting eleven to thirteen per cent of the survey cannot be ignored in a final analysis of the returns. When plotted on the city map, these refusals showed no distinct pattern of concentration. This could be interpreted as a uniform distribution of refusal and if so would have little effect on the sample. However, it could create a sampling error if it represented a cluster of such groups as single or older persons.

III. IMPLICATIONS OF THE STUDY

The findings of the research indicate a low level of public knowledge concerning education. Why? Is the public not expected to know these facts? Is the public not interested? Have the people had insufficient opportunity to learn this information?

The broad implications of this research are threefold.

1. What is the philosophy of the Department of Education, of School Boards and of school personnel? Is the

public to be informed on educational matters? Is an informed public an educational asset? Can the educational system be improved by informed public participation? These questions must be answered first.

2. If the public are to be informed, on what matters are they to receive information? Shall educators choose the facts to be disseminated? Shall the public have an opportunity to voice their desires for knowledge concerning the schools? Are the public to be informed only in certain areas and forbidden to pry in others; or will it be "cafeteria" style? These questions emanate from the philosophy and in a sense are part of it.

3. When a decision is reached on the nature and quantity of the information, then the mechanics of communication become of concern. Who will inform the public? When and how often will information be distributed? By what means will people be informed? How may the effectiveness of the informing process be measured? Can it be demonstrated than an improvement has occurred in the educational product because of the increased public knowledge of education?

The implications of this study point to a need for improved media and methods of disseminating school information to the public. The study implies that an increased use should be made of the presently interested and informed nucleus in each community.

Further studies should be done to extend the understandings in this area.

1. The level of public knowledge about education should be tested in a rural setting. The results can be compared with the urban findings. The effects of urbanization and consolidation might have some bearing on public involvement in its school relations.

2. Research should endeavor to discover the best channels of communication between the school and the home. The critical examination of present methods of imparting information should lead to improvement and extension.

3. It might prove profitable to correlate the opinions expressed on the recent T.P.E. Opinionnaire with the knowledge exhibited by persons in the same categories.[2] The data portions of the T.P.E. Opinionnaire and this study are very similar.

4. Forty per cent of the public believed that it received the bulk of its information from the newspapers. Research might analyse the information given by the press over a period of time.

5. An investigation should be made into the philosophy of Departmental officials, School Board members and school leaders with respect to the optimum level of knowledge of the school system to be possessed by the public.

FOOTNOTES--CHAPTER VII

[1]J. Francis Rummel, An Introduction to Research Procedures in Education, New York: Harper and Brothers, 1958.

[2]The T.P.E. Opinionnaire, An Instrument for Obtaining Opinions Regarding the Task of Public Education, Midwest Administration Center, University of Chicago, 1958-9.

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APPENDICES

APPENDIX A

PUBLIC INFORMATION SURVEY

WHAT THE AVERAGE CITIZEN KNOWS ABOUT EDUCATION

Many people have definite ideas about our school system. This is a very healthy condition in a democratic country. In order to find out what the average citizen knows about education, we are taking a representative sample of the citizens of Edmonton and asking them to help by answering some questions on Education. You have been chosen as one of the sample but your name will not be revealed in any way.

PLEASE CIRCLE THE NUMBER(S) OF WHAT YOU BELIEVE TO BE THE RIGHT ANSWER(S) TO EACH QUESTION (OR CIRCLE THE NUMBER OF "DON'T KNOW")

Please CIRCLE the number which shows whether you are answering for:-

1. Public Schools
2. Separate Schools

1. HOW ARE MEMBERS OF EDMONTON SCHOOL BOARDS CHOSEN?

 1. appointed by City Council
 2. elected to City Council and chosen from the Council
 3. elected by popular vote
 4. appointed by the Department of Education
 5. don't know

2. WHO CHOOSES THE SUPERINTENDENT OF PUBLIC (OR SEPARATE) SCHOOLS IN EDMONTON?

 1. Department of Education
 2. City Council
 3. School Boards
 4. electors
 5. don't know

3. WHICH GOVERNMENT HAS OVER-ALL CONTROL OF EDUCATION IN THE PROVINCES?

 1. Federal
 2. Provincial
 3. Municipal
 4. Don't know

4. IF A SUBJECT SUCH AS HEALTH AND PERSONAL DEVELOPMENT WERE TO BE DROPPED FROM THE CURRICULUM, WHO WOULD MAKE SUCH A DECISION?

 1. Federal Government
 2. Provincial Government
 3. Teachers
 4. City Council
 5. School Board
 6. Don't know

5. EDMONTON'S MILL RATE IS 58. HOW MUCH DOES THE PUBLIC (OR SEPARATE) SCHOOL BOARD RECEIVE AS ITS SHARE?

 1. 10-19 mills
 2. 20-29 mills
 3. 30-39 mills
 4. 40-49 mills
 5. 50-59 mills
 6. Don't know

6. WHAT SHARE OF THE PUBLIC (OR SEPARATE) SCHOOL COSTS IN EDMONTON IS PAID BY THE PROVINCIAL GOVERNMENT?

 1. none
 2. 10-19%
 3. 20-29%
 4. 30-39%
 5. 40-49%
 6. 50-59%
 7. 60-69%
 8. more than this
 9. don't know

7. WHAT IS THE AVERAGE COST PER CLASSROOM OF BUILDING A PUBLIC (OR SEPARATE) ELEMENTARY SCHOOL IN EDMONTON?

 1. $10,000-14,999
 2. $15,000-19,999
 3. $20,000-24,999
 4. $25,000-29,999
 5. $30,000-35,000
 6. Don't know

8. WHAT IS THE TOTAL COST TO THE EDMONTON TAXPAYERS FOR 12 YEARS OF PUBLIC (OR SEPARATE) SCHOOLING FOR ONE CHILD

 1. $2,000-2,999
 2. $3,000-3,999
 3. $4,000-4,999
 4. $5,000-5,999
 5. $6,000-7,000
 6. More than this
 7. Don't know

9. WHO HIRES THE TEACHERS FOR PUBLIC (OR SEPARATE) SCHOOLS IN EDMONTON?

 1. School Board through the Superintendent
 2. Alberta Teachers' Association
 3. City Council
 4. Department of Education through the Chief Superintendent
 5. Don't know

10. WHO IS RESPONSIBLE FOR CERTIFICATING TEACHERS IN ALBERTA?

 1. Alberta Teachers' Association
 2. School Boards
 3. Municipal Governments
 4. Provincial Government
 5. University of Alberta
 6. Don't know

11. WHAT IS THE AVERAGE YEARLY SALARY FOR PUBLIC (OR SEPARATE) SCHOOL TEACHERS IN EDMONTON?

 1. $3,000-3,999
 2. $4,000-4,999
 3. $5,000-5,999
 4. $6,000-6,999
 5. $7,000-8,000
 6. Don't know

12. A CHILD IN EDMONTON MUST BE SIX YEARS OLD BY WHAT DATE BEFORE HE MAY "TRY OUT" FOR GRADE I?

 1. September 1
 2. September 30
 3. October 31
 4. November 30
 5. December 31
 6. January 31
 7. February 28
 8. Don't know

13. EDUCATORS BELIEVE THAT THE BEST WAY TO TEACH READING IS TO USE:

1. phonetics
2. word method
3. sentence method
4. story method
5. combination of methods
6. don't know

14. THE ALBERTA SCHOOL ACT RECOMMENDS THAT THE NUMBER OF DAYS IN WHICH A SCHOOL SHOULD OPERATE DURING ONE SCHOOL YEAR IS:

1. 200
2. 210
3. 220
4. 230
5. less than these
6. more than these
7. don't know

15. IN WHICH SUBJECT WOULD YOU FIND A GREAT DEAL OF GEOGRAPHY?

1. Sociology
2. Social Studies
3. Psychology
4. Geometry
5. Mathematics
6. Don't know

16. WHAT PERCENT OF ALL CHILDREN WHO START GRADE I IN ALBERTA, GRADUATE FROM GRADE 9?

1. 40-49%
2. 50-59%
3. 60-69%
4. 70-80%
5. less than this
6. more than this
7. don't know

17. BY DEPARTMENTAL REGULATIONS, A MARK OF "B" (IN HIGH SCHOOL) INCLUDES ALL MARKS BETWEEN:

1. 40-64%
2. 45-64%
3. 50-64%
4. 50-69%
5. 55-69%
6. don't know

18. IN WHICH GRADES DO STUDENTS WRITE EXAMINATIONS SET BY THE DEPARTMENT OF EDUCATION? (Circle more than one number of necessary)

1. four
2. five
3. six
4. seven
5. eight
6. nine
7. ten
8. eleven
9. twelve
10. don't know

19. WHAT SUBJECT MUST EVERY STUDENT TAKE IN EVERY GRADE IN HIGH SCHOOL? (Circle more than one number if necessary)

1. English (Literature and Language)
2. Mathematics
3. Science
4. Social Studies
5. Health and Personal Development
6. French
7. Art
8. Music
9. Don't know

20. IF A CHILD WISHES TO GO TO UNIVERSITY WHICH PROGRAM OF COURSES SHOULD HE TAKE IN HIGH SCHOOL?

1. Matriculation
2. General
3. Vocational
4. Commercial
5. None of these
6. Don't know

21. ONE HUNDRED CREDITS ARE NEEDED TO RECEIVE AN ALBERTA HIGH SCHOOL DIPLOMA. ONE CREDIT CORRESPONDS TO:

1. one subject of instruction
2. one class period per day
3. one class period per week
4. 3-5 class periods per week
5. don't know

22. WHICH GRADES IN ALBERTA ARE REFERRED TO AS THE JUNIOR HIGH SCHOOL? (Circle more than one number if necessary)

1. six
2. seven
3. eight
4. nine
5. ten
6. eleven
7. twelve
8. don't know

23. WHO BEARS THE COST OF EDUCATING ALBERTA'S DEAF CHILDREN?

1. School Boards
2. Charitable Organizations
3. Provincial Government
4. Federal Government
5. Don't know

24. HEALTH SERVICES ARE PROVIDED IN THE PUBLIC (OR SEPARATE) SCHOOLS OF EDMONTON FOR:

1. needy pupils only
2. Elementary pupils only
3. Elementary and Junior High pupils only
4. all pupils
5. don't know

25. ACCORDING TO THE REGULATIONS OF THE ALBERTA DEPARTMENT OF EDUCATION GOVERNING TEACHER CERTIFICATION, THE MINIMUM NUMBER OF YEARS OF UNIVERSITY TRAINING REQUIRED FOR TEACHING GRADE 12 IS:

1. one
2. two
3. three
4. four
5. five
6. don't know

26. WHICH ONE OF THESE ITEMS IS STATED BY THE DEPARTMENT OF EDUCATION TO BE AMONG THE OBJECTIVES OF SECONDARY EDUCATION IN ALBERTA?

1. Growth toward competence in Citizenship
2. Development of a Basis of Fundamental Skills and Knowledge
3. Preparation of all students for University entrance
4. Preparation of all students for definite jobs on graduation
5. Don't know

27. WHICH ONE OF THESE ITEMS IS STATED BY THE DEPARTMENT OF EDUCATION TO BE AMONG THE OBJECTIVES OF THE GUIDANCE PROGRAM IN ALBERTA'S JUNIOR HIGH SCHOOL?

1. To help students choose the major subjects they will take in Junior High School
2. To help students choose a vocation
3. To help teachers in planning individualized instruction
4. To help students plan the ex-curricular activities of the school
5. Don't know

28. WHICH ONE OF THE FOLLOWING ITEMS IS STATED BY THE DEPARTMENT OF EDUCATION TO BE AMONG THE OBJECTIVES OF EX-CURRICULAR ACTIVITIES IN ALBERTA HIGH SCHOOLS?

1. To provide training in democratic practices
2. To give each student a hobby
3. To train students in the use of musical instruments
4. To encourage each student to become skilled in at least one sport
5. Don't know

29. IF YOU WISHED TO KNOW MORE ABOUT OUR SCHOOL SYSTEM, HOW WOULD YOU LIKE TO GET THAT KNOWLEDGE? (Circle only one)

1. Studying about it on your own
2. Working on education committees
3. Meeting with teachers and parents in study groups
4. More newsletters from the schools
5. Other (please specify)

30. HOW DID YOU GET MOST OF YOUR KNOWLEDGE ABOUT OUR SCHOOL SYSTEM? (Circle only one)

1. Reading bulletins and papers from the schools
2. Attending Home & School meetings and other meetings at the school
3. Listening to your children
4. Reading the newspapers
5. Talking with teachers
6. As a teacher
7. Other (please specify)

In order to form some definite conclusions from this survey, we need some information about the person who answered. Please circle the numbers of the right answers for you. Since we do not have your name, the information can never be associated with you. Your anonymity is fully protected.

31. YOUR OCCUPATION

1. Professional, technical and kindred workers
2. Managers, officials and proprietors
3. Clerical and kindred workers
4. Sales workers
5. Craftsmen, foremen and kindred workers
6. Housewives
7. Service workers
8. Laborers

32. FAMILY INCOME

1. below $3,000
2. $3,000-4,999
3. $5,000-7,999
4. $8,000-11,999
5. $12,000-16,000
6. over $16,000

33. YOUR AGE

1. 20 - 29
2. 30 - 39
3. 40 - 49
4. 50 - 59
5. 60 - 69
6. 70 and over

34. MARITAL STATUS

1. Single
2. Married

35. YOUR SEX

1. Male
2. Female

36. TYPE OF SCHOOL YOUR CHILDREN ATTEND (OR WOULD ATTEND IF YOU HAD CHILDREN IN SCHOOL)

1. Public
2. Separate
3. Private

37. TYPE OF SCHOOL YOU ATTENDED

1. Public
2. Separate
3. Private
4. Other

38. EDUCATION YOU COMPLETED

1. Grade six or less
2. Grade 7, 8 or 9
3. Grade 10 or 11
4. Grade 12
5. Business College or Trade School after High School
6. University Degree
7. Post Graduate Degree

39. YOUR CHILDREN (Circle more than one number if necessary)

1. None
2. Below school age
3. In elementary school
4. In secondary school
5. Through school

40. YOUR LENGTH OF RESIDENCE IN EDMONTON

1. Less than one year
2. 1 - 6 years
3. 7 - 12 years
4. More than 12 years

41. YOUR PLACE OF RESIDENCE BEFORE LIVING IN EDMONTON

1. In Alberta
2. In the other three Western Provinces
3. In Eastern Canada
4. In United States
5. In another English-speaking country
6. Other

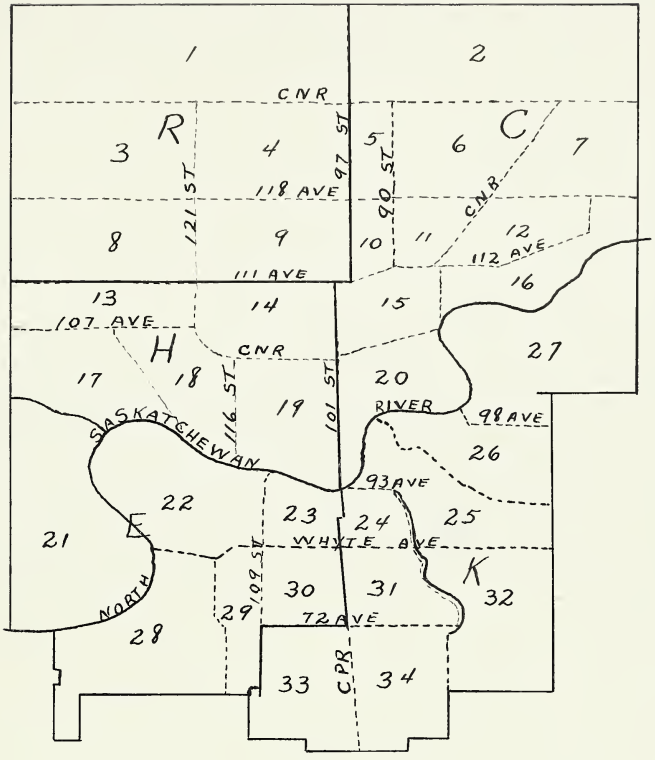
42. PLEASE CHECK (✓) ANY OF THE FOLLOWING STATEMENTS WHICH TELL ABOUT YOUR PRESENT OR PAST CONTACTS WITH THE SCHOOL:

Present	Past	
_____	_____	Member of school board
_____	_____	Elected officer in a Home & School Association
_____	_____	Attended meetings of a Home & School Association: usually_____ occasionally_____ rarely_____
_____	_____	Attend most school affairs which involve my child
_____	_____	Make it a practice to meet my child's teacher
_____	_____	Visit school occasionally and talk with teacher about my child's progress
_____	_____	Talk with each of my children about his (her) activities and progress at school

THANK YOU SINCERELY FOR YOUR HELP

PLEASE FOLD AND SEAL THIS PAPER IN THE ENVELOPE

APPENDIX B



INDEX MAP OF CENSUS TRACTS OF THE METROPOLITAN AREA--EDMONTON

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